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AUTHOR Bernhardt, Edna Erickson
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ABSTRACT

This Exemplary Activities Handbook for junior high is one of nine booklets that organize career education activities around subject matter areas. (There is one booklet each for grades K-6, one for grades 7-9, and one for grades 10-12.) The booklet is organized around these subject matter areas: English, Fine Arts, Foreign Languages, Guidance, Health and Physical Education, Mathematics, Practical Arts, Science, and Social Studies. Each subject matter area is divided into four sections in which activities are arranged according to the four Missouri Career Education Delivery System learning areas: Self Knowledge; Life Roles, Settings, and Events; Life Planning; and Academic and Vocational Skills. Activities, correlated to four goals within each learning area, are briefly described, and necessary information, lists, forms, etc., are provided. Four appendixes provide complete lists of teaching points for the goals in each learning area. (YLB)

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MISSOURI CAREER EDUCATION
EXEMPLARY CLASSROOM ACTIVITIES
FOR
JUNIOR HIGH

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

ARTHUR L. MALLORY
COMMISSIONER

DIVISION OF CAREER AND ADULT EDUCATION

B. W. ROBINSON
ASSISTANT COMMISSIONER

1980

CHARLES FOSTER
DIRECTOR-PUPIL PERSONNEL SERVICES

MARION F. STARR
STATE SUPERVISOR-CAREER EDUCATION

CE 032 850

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INTRODUCTION

WHAT IS THIS?

From 1973 to the present, local school districts have been developing career education curriculum guides as a result of the Mini-Grant Award Program. It is from these locally developed career education curriculum guides that these activities have been taken. Almost all of these guides were organized around grade levels; very few were organized around subject matter areas. As more school districts became involved in career education and as the pre-service activities for teachers and counselors increased, there emerged a growing need to identify exemplary career education activities and to organize them around subject matter areas. This document seeks to meet that need. Such organization of career education activities allows for direct use in the classroom through infusion techniques. It will also assist instructors at the college level in adapting career education concepts to pre-service methods. *The above material is taken from the Missouri Career Education Curriculum Guide Project abstract.*

HOW DO I USE IT?

There is one booklet for each grade K-6. There is also a booklet for grades 7-9 and another for grades 10-12. Each booklet is organized around subject matter areas.

Each subject matter area is divided into four sections. The activities have been arranged according to the four Mo. C.E.D.S. (*Missouri Career Education Delivery System)* learning Areas:

SELF KNOWLEDGE
LIFE ROLES, SETTINGS AND EVENTS
LIFE PLANNING
ACADEMIC AND VOCATIONAL SKILLS

WHAT IS IN EACH LEARNING AREA?

SELF KNOWLEDGE
(LEARNING AREA ONE)

Goal 1.1	The students will be able to develop friendships.
Goal 1.2	The students will relate the effects of their personal characteristics on their interpersonal relationships.
Goal 1.3	The students will be able to communicate openly with others
Goal 1.4	The students will know the necessity of being able to function in a variety of situations.

For a complete list of SELF KNOWLEDGE teaching points, see Appendix A.

LIFE ROLES, SETTINGS AND EVENTS
(LEARNING AREA TWO)

Goal 2.1	The students will relate occupations to the needs and functions of society.
Goal 2.2	The students will know the interrelationship of their roles as workers, family members and citizens
Goal 2.3	The students will be able to identify the function of leisure time in their lives.
Goal 2.4	The students will know the characteristics of various occupations.

For a complete list of LIFE ROLES, SETTINGS AND EVENTS teaching points, see Appendix B.

LIFE PLANNING
(LEARNING AREA THREE)

Goal 3.1	The students will be able to make effective decisions.
Goal 3.2	The students will relate present planning to future outcomes.
Goal 3.3	The students will recognize the need for flexibility in planning.
Goal 3.4	The students will assume the responsibility for their own planning.

For a complete list of LIFE PLANNING teaching points, see Appendix C.

ACADEMIC AND VOCATIONAL SKILLS
(LEARNING AREA FOUR)

Goal 4.1	The students will be able to function to their capacities in school subjects.
Goal 4.2	The students will be able to apply basic academic skills to daily living tasks.
Goal 4.3	The students will know the prerequisites of a variety of occupations.
Goal 4.4	The students will demonstrate an ability in pre-employment skills.

For a complete list of ACADEMIC AND VOCATIONAL SKILLS teaching points, see Appendix D.

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English Activities
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Mathematics Activities
Practical Arts Activities
Science Activities
Social Studies Activities
Appendicies

ENGLISH ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. After reading a newspaper article dealing with a well-known personality, have the students each write three questions they would ask if they were to meet the person.

Goal 1.1

2. The students will get autographs of classmates who have:
   --a birthday in the same month
   --same number of siblings
   --same hobby
   --same favorite food
   Prepare copies of this or a similar handout. Have each student fill in the blanks and then mill around getting autographs of others with the same things in common.

Goal 1.1

AUTOGRAPH SHEET

My birthday Month_____.	I have ____ siblings.	My hobby is _____.	My favorite food is____.

3. Have students each list seven behaviors which indicate the presence of feelings of loyalty.

Goal 1.1

4. Have the students help you list on the board situations in which one would send a social note or letter:
   --thank you
   --get-well
   --sympathy
   --invitation
   --note of apology
   --response to an invitation (either acceptance or regrets)
   Have each student write on a scrap of paper the name of a significant other person. Then each student will write a sample of the above kinds of notes to this person. Then let them recopy the messages on note-sized paper and color appropriate designs or pictures on the front flap. Display these on a bulletin board.

Goal 1.1

5. Arrange 10 chairs in a circle. Explain that you will ask a question to which anyone can respond. The responses will be shared by students who come and sit in the circle. Explain three general rules for good discussions:
   --You must listen and be polite.
   --You must not criticize anyone for anything said.

Goal 1.1

Notes

Self Knowledge

--You do not have to enter the circle; but once there, stay until the discussion is finished.

The question is: "What is one of your favorite places?" Let no one speak a second time until all have spoken once. Repeat for others in the class. Do this many times during the year with questions such as, "What is something you are wearing that makes you proud of yourself?" or "What are some causes of sibling rivalry?"

Goal 1.1

6. After reading nonfictional and fictional writing of people who isolate themselves either mentally or physically from the outside world, ask students to describe the effects of such isolation on the individual and those around him or her. They can describe feelings of isolation in their own lives; and actions they have taken to get rid of these feelings.

Goal 1.2

7. Have the students individually list several things about themselves that they would like to change. Then they will cut their lists apart into separate items. Assign the students to small groups, where they will put all their items into each group's "hat." They will take turns drawing items and suggesting one behavior which will cause a (desired) change to occur.

> This activity calls for a high level of trust and good feelings in the small groups. Assign the students to the groups with this fact in mind.

Goal 1.2

8. Divide the class into small groups. Have each group member name three things that others do which help him or her to feel accepted.

Goal 1.2

9. Give each student two copies of this handout. One is to be done by the student himself or herself. Then he or she asks another student to use the form to evaluate him or her.

	Always	Usually	Sometimes	Never
1. Honest				
2. Happy				
3. Friendly				
4. Sad				
5. Serious				
6. Sensitive				
7. Jealous				

8. Popular				
9. Shy				
10. Clumsy				
11. Show-off				
12. Afraid				
13. Kind				
14. Modest				
15. Proud				
16. Lazy				
17. Neat				
18. Thrifty				
19. Even-tempered				
20. Dependable				
21. Angry				
22. Moody				
23. Open-minded				
24. Unreasonable				
25. Demanding				

Notes

Self Knowledge

Goal 1.2

10. Have students prepare lists of adjectives to describe themselves. Then have them ask someone else to prepare such a list. Then each student can compare his or her two lists.

Goal 1.2

11. This activity requires several days. Have students prepare "Me, Myself and I" booklets. These can include autobiographical sketches, journal entries and completed self-assessment instruments. You might have them include essays on some of the following topics:

Goal 1.2

--Emotions and Feelings
--Myths and Legends
--Work and Play
--I'm Proud Of . . .
--Rules and Freedom
--Sounds, Smells, Sights, Tastes
--Masks of Our Feelings
--Growing Up
--Beauty Around Us
--Books About People
--My Pet and I
--Celebrations
--Me and Others
--My Friends
--My Heritage

Notes

Self Knowledge

--Mothers and Fathers
--Faces
--Fun
--My Family
--Alike and Different
--I'm Good At . . .
--All About Me
--Likes and Dislikes
--Wishes and Dreams
--Problems Around Us
--I Learned . . .

Have them prepare covers and share the booklets in small groups. This is a great opportunity for you to get to know the students, too.

Goal 1.2

12. Have students use the following outline to prepare autobiographies:

I. Birth
   A. Where
   B. When
II. Parents and Family
   A. Father and mother
      1. Occupation of each
   B. Brothers and sisters
      1. If older, where they live and work
      2. If younger, preschool or student
III. Preschool Days
   A. Things I remember which were interesting and unusual (include trips, activities, etc.)
IV. School Days
   A. Where
   B. What school subjects I enjoy most
   C. What school subjects I enjoy least
   D. What I think I'm best at
V. My Hobbies and Interests
   A. What I do during my leisure time
   B. In what ways my hobbies help me
VI. My Likes and Dislikes
   A. Food
   B. Companions
   C. Work in home
   D. In kinds of books
   E. Games or activities
VII. What I'd Like To Be When I Grow Up
   A. Mention several things you'd like to do
   B. If entirely undecided, say so

Goal 1.2

13. Put a (✓) in the column that best describes your traits. Put an (O) in the column if you'd like to have that trait.

ME (AS I SEE MYSELF)

1. adventurous _____
2. affectionate _____
3. ambitious _____
4. appreciative _____
5. careful about my appearance _____
6. competitive _____
7. complaining _____
8. demanding _____
9. easily angered _____
10. easily discouraged _____
11. easily influenced _____
12. enthusiastic _____
13. forgiving _____
14. honest _____
15. good listener _____
16. helpful _____
17. jealous _____
18. kind _____
19. look on the bright side of things _____
20. too loud _____
21. need lots of praise _____
22. obedient _____
23. responsible _____
24. sarcastic _____
25. sassy, "talk back" _____
26. selfish _____
27. talkative _____

Notes

Self Knowledge

Notes

Self Knowledge

Goal 1.2

14. Personality is what makes you different from every other person in the world. Your personality is made up of many things: the way you walk, talk, think and feel. It includes all of your habits. Your personality is the sum total of every quality you have. Put a (✓) by those which describe you.

___Like to talk a lot	___Seldom bored
___Move slowly	___Laugh a lot
___Feel happy most of the time	___Wish you were somebody else
___Gossip a lot	___Like to listen while others talk
___Envy no one	___Feel sad a lot
___Get angry often	___Move quickly
___Love life	___Like to be alone
___Have a few close friends	___Gossip once in a while
___Never laugh	___Glad you are yourself
___Jealous of lots of people	___Tired of living
	___Have many friends

Write a paragraph describing your personality, using the phrases above.

Goal 1.2

15. Have the class select a character from literature and analyze his/her lifestyle and times. Ask students to contribute ideas to be written on a large chart you have prepared. For example:

Tom Sawyer

Family	Cultural Interests	Social Problems
Single Parent Family	Mississippi River Era	Racial Prejudice

Jobs	Country & Politics	Education
homemaker grave digger stevedore	Midwest USA States Rights	Formal -8th grade Informal-apprenticeship training

Then have student write these same headings on a piece of paper and describe components of their own life and times (and/or those of another literary character).

Goal 1.2

16. After students have read The Old Man and the Sea, have them list strengths of the old man and the boy. Then have them list their own strengths.

Goal 1.2

17. After reading Henry Reed Inc. have students write imaginary autobiographies as Henry Reed did, elaborating on their strengths and changing their weaknesses.

Goal 1.2

18. Students may use this check list to write evaluations of their own personalities:

___1. Being on time is important to me.
___2. I take pride in being a good student.
___3. I get my assignments in on time.
___4. The grades I am making satisfy me.
___5. I participate in class discussions.
___6. I do not hesitate to ask for help when needed.
___7. I feel accepted by my classmates.
___8. I feel my teachers like me.
___9. I make an effort to think of the feelings of others.
__10. I feel it is important to finish a job after it is started.
__11. I work well in group situations.
__12. I feel my abilities are recognized by others.
__13. I cooperate with teachers and other students.
__14. I set a definite time to work and a definite time to play.
__15. I am absent from school for reasons other than illness.
__16. When I promise to do something I carry out my promise.
__17. I feel cheating is all right if I don't get caught.
__18. I fail to see the value of school.
__19. I follow directions.
__20. I follow directions carefully.
__21. I seek out additional work when scheduled tasks are completed.
__22. I feel that I have many friends.
__23. I would rather work alone than in a group.
__24. I am a joiner of organizations.
__25. I feel that it is important to make good grades.
__26. I like my appearance.
__27. I feel that I have a good relationship with my parents.
__28. I have trouble spending an afternoon alone.
__29. I feel that the other person gets the "breaks."
__30. I am eager to be out on my own.

19. Have the students search the classified ads of a newspaper to find jobs that appeal to them. They can take turns reading their ads and explaining the appeal. — Goal 1.3

20. Have the students work in pairs to present dramatizations of any or all the following situations: — Goal 1.3

a. You need information from a store about a purchase.
b. You call a wrong number.
c. You are an operator for the local telephone company. You receive a call from someone who needs help.
d. You are placing an ad in the paper.
e. You are making a plane reservation.
f. You are placing an order by phone.

Notes	
Self Knowledge	21. Have the students list topics of conversation they might use to become acquainted with adults. Have them read their lists aloud. Tally the various topics so they can see which ones were chosen most.
Goal 1.3 Goal 1.3	22. Have students quickly jot down endings to the following: a. What I'd like most to know is . . . b. What bugs me the most is . . . c. I'm really happy when . . . d. I'd like my friends to . . . e. Something I want that I haven't told anybody before is . . . f. What I'd really like to be doing in five years is . . . g. The best way I can think of to use my spare time is . . . h. If I were President, the first thing I would do is . . . i. My idea of a good job is . . . j. My idea of a good place to live is . . . k. The thing I'd like people to admire me for is . . Have them read their answers aloud in pairs.
Goal 1.3	23. Have the students prepare interview questions to ask of adults at home or in the neighborhood. They can ask about a person's work, leisure or citizenship activities or his or her family membership. After interviewing, have them write up the information as newspaper articles. They may want to ask their interviewees for their photographs to increase interest in the assignment. The photographs can be attached to the "news" articles. Display these on a bulletin board.
Goal 1.3	24. Use blank Western Union telegram forms. Then say, "Think of someone in your real life to whom you should send a telegram which begins with these words: "I urge you to . . ." Finish the telegram and sign your name. All telegrams must be signed. Here are some samples: To my sister: I urge you to get your head together and quit using drugs. Nancy To my Sunday School teacher: I urge you to quit thinking that you are the only person to know what God wants. Your student, Rodney Phillips. To my neighbor on the north side: I urge you to see that we have no other place to play ball and not to call the cops so often. Billy Clark

	Notes
Not only is this an activity for communication, but it is a values clarification strategy as well.	Self Knowledge
25. Complete the three statements below with true things about yourself: a. I am proud _____. b. I am proud _____. c. I am proud _____. Let the students read their sentences aloud in small or large groups.	Goal 1.3
26. See who can write the most sentences which say basically the same thing but which use different words or different word order. Let the students discuss sentences that may vary too much or that seem to violate some rules of grammar.	Goal 1.3
27. Have students write letters to you. Read the letters and write answers to them. (Do not grade these.) Students like this confidential type of communication.	Goal 1.3
28. The student will prepare a poetry interpretation and perform it for three different types of audiences: the speech class, other classes within the school and the audience at the junior high speech festival.	Goal 1.4
29. Have students make cartoons of "crudest" or most embarrassing moments to illustrate the wrong ways of doing things.	Goal 1.4
30. Have students each write a paragraph describing a time when something went wrong. Then have them proceed to analyze <u>what</u> went wrong, how they <u>caused</u> it to go wrong and how they <u>improved</u> the situation. They can read these aloud in small groups. Help them see that there's some truth to the saying, "If you're not part of the solution, you're part of the problem."	
31. Have the students help you list on the board crises teenagers often face in their lives. Then have the students work in small groups to prepare dramatizations showing ways to overcome the crises.	Goal 1.4
32. Have students demonstrate telephone etiquette in the following situations: a. calling the doctor b. making a long distance call when the operator is needed for assistance c. making an appointment d. answering a want ad	Goal 1.4

Notes	
Self Knowledge	e. responding to wrong numbers f. making a complaint to a business g. placing an order
Goal 1.4	33. Invite to the class someone from the community whom students admire. Ask this person to describe his or her failures and ways of coping with and overcoming them.
Goal 1.4	34. Teach Parliamentary Procedure. Then have students practice using it to conduct class meetings.
Goal 1.4	35. Have the students help you list on the board some situations in which announcements are made. Have them each prepare and make an announcement.

II. Life Roles, Settings and Events	Notes
36. After studying library skills have the students list occupations in which library skills would be important. Have them tell how these skills would be used.	Life Roles, Settings and Events Goal 2.1
37. Have the students each choose a language-related occupation to study and gather information to complete these tasks: a. Prepare a chart or poster of the most-used language skills on the job. b. Prepare an oral report on the way a particular job fits into the total company or community operation. C. Prepare a diary entry describing a typical work day.	Goal 2.1
38. Invite parents or grandparents to tell the students about jobs which existed when they were young, but which do not exist now. You can follow this up by having students list current occupations which may be obsolete in the future.	Goal 2.1
39. There are many occupations which use English skills. Some of them are: --librarian --magazine and periodical worker --medical secretary --news correspondent --office worker --patent lawyer --primary teacher Have the students interview such workers to find out about: --working conditions --work setting --job location --future demands for the job Have them present their findings to each other in class.	Goal 2.1
40. Have the students each watch a television show, either a situation comedy or a drama. Have them list the main characters and write observations of the life styles of these main characters. The observations can be categorized according to the characters': --work --leisure --family life --citizen involvement	Goal 2.2
41. Rules and regulations guide everyone's life. Because rules profoundly influence the course of a person's development, they must be recognized, confronted and evaluated. Rules begin at home.	

Notes	
Life Roles, Settings and Events	Imagine yourself in the following situation: An exchange student from the country of your choice has been selected to live with your family for the next school year. Because the student will spend much time with your family in your home, you want to help to make that stay as pleasant and painless as possible. In your first letter to your prospective guest, describe the rules of the household, particularly as they affect a teenager. To prepare for the letter, think about the "do's" and "don't's" your family requires of you. Research something of home life in the exchange student's country. Answer your own letter, listing the "do's" and "don'ts" of his or her family. Compare the two. What do you find better about your family.
Goal 2.3	42. Have each student select a leisure activity and use research and interviewing skills to gather information about: --necessary skills --material needed --instruction required --where you might get instruction --cost --outstanding people that are engaged in this activity --geographical location with which the activity is associated --the possibility of its leading to a related occupation
Goal 2.3	43. Invite to the class a community member who has a reputation as a volunteer worker. Ask this person to describe his or her: --occupation --volunteer work --needs met by the volunteer work --life style
Goal 2.3	44. Invite retired persons to speak to the students about such things as: --their use of leisure time --preparation for retirement --life style changes --old-time hobbies and crafts Have the students go to the local Senior Citizen Club to interview other members on the same topic.
Goal 2.3	45. Ask the librarian for book jackets on nature, history, biography, travel and science to post on the bulletin board.

46. Have the students write poems or jingles describing the characteristics of various occupations. These may be illustrated with drawings or magazine pictures.	Notes Life Roles, Settings and Events Goal 2.4
47. Present the parts of a business letter. After students have mastered the form, dictate (slowly) a business letter to them. Then have them rewrite the letter in proper form and with the use of a dictionary. Invite the school secretary to explain shorthand and show students how to write their names. Have this person "take a letter" from one of the students and read it back. Have this person point out the importance of a dictionary to him or her. Ask this person to describe his or her preparation for the occupation of secretary.	Goal 2.4
48. Have the students use the yellow pages, want ads and interviewing skills to prepare a composite list of English-related jobs they can enter when they are 16. These can be either full-time or part-time jobs. Have the students list the jobs in these two categories on a piece of chart paper.	Goal 2.4
49. Ask the librarian to prepare a presentation showing the students materials that give information about occupations. Together, help the students learn to use the Dictionary of Occupational Titles. Be sure they can also use interviewing and want ads to get information.	Goal 2.4
50. Distribute copies of this handout. Explain each of the items. Have students use this to interview an employed adult at home. Point out the wide range of things that are important to workers. INVESTIGATE AN OCCUPATION 1. Name of the occupation_____ 2. Job title_____ 3. Exactly what does the worker do?_____ _____ 4. What tools or equipment does he or she use?_____ _____ 5. Does the job require high school education? ____ college?____technical school?_____other?_____ 6. What qualifications, other than educational, are necessary? Mental_____Physical_____	Goal 2.4

Notes

Life Roles, Settings and Events

7. What are the working conditions and hours?_____

8. In what kind of business is this job found?_____

9. In what geographic location is this job found?__

10. What are the opportunities for advancement?_____

11. List as many related jobs as you can_____

12. What interests of yours would this job satisfy?

_____

13. What abilities of yours is this job related to?

_____

14. Will this job require more or fewer employees in the future?_____

15. What equipment is the worker required to purchase?_____

III. Life Planning

51. Have the students each bring six newspaper headlines related to social problems. Tell them each to select the headline which represents the most important social problem and lay it near the top of their desks. Then they should choose the headline which represents the next most pressing social problem and lay it under the first one. They should continue until the least important problem is on the bottom. Explain that they have put these social problems in a rank order from most important to least important. Explain that they can do this with their priorities, too. It will help them decide.

    Have them write a different favorite dessert on each of six slips of paper. Have them rank order these from most favorite to least favorite. Then have each student read his or her rank order aloud.

52. Here are two sets of items for students to rank order from most important to least important. They write each item on a separate slip of paper and arrange the slips in order from most important to least important. Have them read their completed rank orders aloud. This is very important in affirming values.

    WHICH IS MOST IMPORTANT?
    __equality
    __family security
    __inner harmony
    __self-respect
    __true friendship

    WHICH IS MOST IMPORTANT?
    __a comfortable life
    __an exciting life
    __a feeling of accomplishment
    __a world at peace
    __a secure nation
    __a world of beauty

53. Have the students write answers to one of the following questions.

    a. You work in the personnel department of a big company. There is a position open which requires a person who works well with figures, is neat and accurate and is willing to work overtime when necessary. It will also be required that the project be kept strictly confidential. You will have to interview someone for the job. What are the necessary questions to ask and what are the kinds of answers you are looking for?

Notes

Life Planning

Goal 3.1

Goal 3.1

Notes

Life Planning

b. A new assignment on your job requires you to work very closely with another employee on a very important project. You don't know the person very well, but somehow never felt you could get along with him. Now you will be together for at least two weeks. How will you handle the situation?

c. You are the head of the department where you work. An employee has retired and the boss has asked for your recommendation of someone to be promoted to replace her. The position is an important one because it requires meeting people and is often the first contact people have with the company. Two people are eligible for the one job. One person has been there for five years and knows a lot about the position to be filled. She is a very pleasant person and she gets along well with people. However, she is not very neat in her personal appearance.

The other person has been there for four and a half years and also knows what is required on the job. She is attractive but is not one who easily meets people. She is also the cousin of the boss's wife. Which person would you recommend for the position?

Have them share their answers in small groups. Allow other group members to question each speaker to help him or her think and explain.

Goal 3.1

54. As adults we often try to confine our decision making to the realm of logic: our feelings get left out of the process. A common cause of bad decisions is the failure to take into account one's own value system and individuality when considering alternatives. A knowledge of our own values and feelings will serve as a map of the self to guide us in our decision making.

History of the self is an important source of information. Those who keep personal diaries have a valuable reference. This would be a good time to introduce journals and diary keeping if it has not been introduced. For this activity, ask students to begin to focus on ways in which feelings, friends and families influence our values.

Goal 3.1

55. Introduce the skill of brainstorming to help generate alternatives and problem solutions. Explain brainstorming guidelines:

a. Let the ideas be wild.
b. Try for many ideas.
c. Use the ideas of others.
d. Do not judge the ideas of others.

Then have students work in small groups to brainstorm lists of ways to use a newspaper. Have each group's recorder read the group's list aloud when finished.

56. Use this handout to help students think about their values:

Are you someone who . . .

Y	N	M	1.	is likely to have six or more children?
Y	N	M	2.	will probably never give up smoking?
Y	N	M	3.	will most likely become a PTA president?
Y	N	M	4.	will insist upon having wall-to-wall carpeting?
Y	N	M	5.	will be the first one in the class to get to Europe?
Y	N	M	6.	will never want to go to Europe?
Y	N	M	7.	will probably wear long hair all of your life?
Y	N	M	8.	is likely to marry someone of another religion?
Y	N	M	9.	is likely to grow a beard some summer? (boys) is likely to date a boy with a beard? (girls)
Y	N	M	10.	will most likely never grow a beard? (boys) will never date a boy with a beard? (girls)
Y	N	M	11.	will always read the sports pages?
Y	N	M	12.	will always read the comics?
Y	N	M	13.	will be a consistent writer of letters to the editor?
Y	N	M	14.	will marry for money?
Y	N	M	15.	will run for public office?
Y	N	M	16.	would be a difficult person to be married to?
Y	N	M	17.	would not consider getting engaged without a ring?
Y	N	M	18.	is likely to publish a short story someday?
Y	N	M	19.	is likely to play the lead in an amateur theatre group?
Y	N	M	20.	is likely to get fat?
Y	N	M	21.	will watch a lot of TV at age 40?
Y	N	M	22.	will insist on going to a restaurant at least twice a week?
Y	N	M	23.	will probably allow your male children to grow long hair?
Y	N	M	24.	will not permit your hair to gray naturally?
Y	N	M	25.	is apt to become increasingly active in civil rights?
Y	N	M	26.	will never go out without shined shoes?
Y	N	M	27.	will probably make a bad first marriage?
Y	N	M	28.	will change your religion?

Notes

Life Planning

Goal 3.1

Notes

Life Planning

Y N M 29. is sure to move away from your hometown?
Y N M 30. will go into your father-in-law's business?
Y N M 31. is apt to get into trouble with the law?
Y N M 32. is likely to turn out to be a liberal who went conservative?
Y N M 33. will never hire a cleaning lady?
Y N M 34. may develop a drinking problem?
Y N M 35. will be likely to win a Nobel Peace Prize?
Y N M 36. locks all doors and windows when you are alone in the house?
Y N M 37. can't resist a bakery?
Y N M 38. has a Beatles picture in your room?
Y N M 39. buys Bach records out of your allowance?
Y N M 40. orders ginger ale rather than a cocktail when out on a date?
Y N M 41. never wears seat belts?
Y N M 42. always uses seat belts?
Y N M 43. has insomnia?
Y N M 44. is apt to do anonymous favors for people?
Y N M 45. cheats on exams?
Y N M 46. would lie to save someone else's reputation?
Y N M 47. "brown-noses" teachers?
Y N M 48. wakes up often with nightmares?
Y N M 49. dislikes your mother?
Y N M 50. will make a nervous parent?
Y N M 51. will make a faithless spouse?
Y N M 52. will drive too fast?
Y N M 53. can't have fun at a party unless slightly drunk?
Y N M 54. would be a great teacher of very young children?
Y N M 55. is very materialistic?
Y N M 56. is a talking liberal who hasn't done anything?
Y N M 57. will make a wonderful parent?
Y N M 58. will never want much money?
Y N M 59. will never have as much money as you want?
Y N M 60. will change your hair color several times in your life? will marry someone who changes his or her hair color?
Y N M 61. will never go to a hairdresser?
Y N M 62. will insist on a small wedding?
Y N M 63. is indifferent to food?
Y N M 64. will put sport jackets and ties on your three-year-old son?
Y N M 65. turns the radio on the minute you get into the bedroom?
Y N M 66. can't quit the late show in the middle?

57. Here is a form to help students learn a process of goal setting and planning.

1. One big goal that I really want to accomplish is:_____
2. Here is how I am going to make progress toward this goal:_____
3. My deadline to turn this plan into reality is:_____
4. Here are abilities and skills that I have that will help me achieve this goal:_____
5. I have detailed knowledge of the following subjects that will help me reach my goal:_____
6. Here are areas in which I need more information, help, skill and knowledge:_____
7. Here are places to go and people to see for gaining knowledge, acquiring information and mastering skills:_____
8. Here is the first step I am going to take (this week!):_____
9. My next three main steps will be as follows:
   a._____
   b._____
   c._____
10. My deadline for completing these three steps is:_____

After you have written down the goal which you feel you would like to achieve, consider the following:

a. Some people set goals which are lower than those they could achieve.
b. Some people set goals which are too high for their abilities.
c. Some people set goals which don't fit their strong points.
d. Some people set goals which are right for them, but they don't know how to achieve these goals.

58. Have the students prepare compositions on any of the following topics:

a. My Life Ten Years From Now
b. Fairy Tales Do Come True
c. It's All Right to Dream, But One Should Be Practical
d. An Honest Look at Me

Have the students exchange papers and read the compiled compositions. Then have them list the goals suggested or implied in the compositions. After they return the papers to the owners, the owners will underline those goals they do, indeed, have.

Notes

Life Planning

Goal 3.2

Goal 3.2

Notes

Life Planning

Goal 3.3

59. Ask each student to bring a headline from today's newspaper. Then have them suggest possible changes in the next thirty years in technology and environment.

Then have the students suggest a way in which each change may affect any or all of the following:

Families	Education	Health	Religion

Write their suggestions under each category.

Then have them project the events described in their headlines thirty years into the future. Have them rewrite their headlines and make up corresponding newspaper articles. Display each student's headlines and newspaper article on the bulletin board.

Goal 3.3

60. Have science fiction week where each student reads and tells about one science fiction book. After each student's summary, ask the class to name some events or technologies that are probable and some which they think may never come to be.

> Science fiction literature helps us expand our thinking and project our plans into a changed future.

Goal 3.4

61. Have the students plan and maintain notebooks of all their spelling papers for the entire year, placing the papers in order by units or quarters.

Have them keep on-going records of words that they frequently misspell. This list is to be part of the notebook. Have them make plans to quit misspelling these words.

IV. Academic and Vocational Skills	Notes
62. Have students write two-word sentences using one noun, which names an occupation, and one verb: a. Surgeons operate. b. Carpenters build. c. Artists design. Have them make sentences using prepositional phrases which name workers or work settings: a. with the director b. in the bank c. on the loading dock	Academic and Vocational Skills Goal 4.1
63. Have students practice preparing samples of: --applications --checks --letters --social notes --envelopes --class notes	Goal 4.1
64. Bring to class many discarded daily newspapers. Allow time for the students to browse through the material to find three articles about people in three different occupations.	Goal 4.1
65. Have each student make an author, title and subject card on each of fifteen books from at least 5 different Dewey Decimal System sections (300's, 400's, 500's and so on).	
66. Have students interview senior citizens in the community to discover ways they and their contemporaries used their leisure time as youths. Have the students do background library reading on the history of the years involved. Have them organize their information and put it into composition form. Then have a copyreading session where students work together in groups of four. They should check for sentence structure, punctuation, spelling and continuity of thought. They may suggest other changes which will improve the composition. If possible have each student be responsible for the typing of his or her own composition, or assume the responsibility of finding someone to type it for them. Have students exchange papers and proofread the typed copy. If you can, take the class to the area vocational school to see the work of the offset press and watch their compositions being printed. Have student editors assemble the pages for a student magazine. Let the class members submit cover designs.	Goal 4.1

Notes

Academic and Vocational Skills

Goal 4.1

They can vote to choose their favorite one. Staple and let the students take their magazines home.

67. Have the students watch several television shows during a week, keeping a list of characters who speak incorrectly. Have them write the characters' names on a large chart which you have prepared thus:

INCORRECT T.V. SPEAKING			
Ignorant	Comical	Unfortunate	Criminal

Goal 4.1

68. Have each student bring a text from another class and read a chapter. Then have each student write a paragraph summarizing the chapter.

Goal 4.2

69. After teaching the form of the business letter, have the students write and mail letters requesting materials about English-related occupations which interest them. Here are a few addresses:

-National Association of Broadcasters
1771 North Street, N. W.
Washington, D. C. 20036

-Printing Industry of America, Inc.
20 Chevy Chase Circle, N. W.
Washington, D. C. 20015

-American Bar Associates
1155 East 60th Street
Chicago, Illinois 60637

-American Library Association
50 East Huron Avenue
Chicago, Illinois 60611

-Registry of Medical Record Librarians
510 North Dearborn Street
Chicago, Illinois 60611

-American Federation of Musicians
425 Park Avenue
New York, New York 10022

-American Psychological Association
1333 16th Street, N. W.
Washington, D. C. 20036

-National Secretaries Association
1103 Grand Avenue
Kansas City, Missouri 64106

-National Association of Social Workers, Inc.
95 Madison Avenue
New York, New York 10010

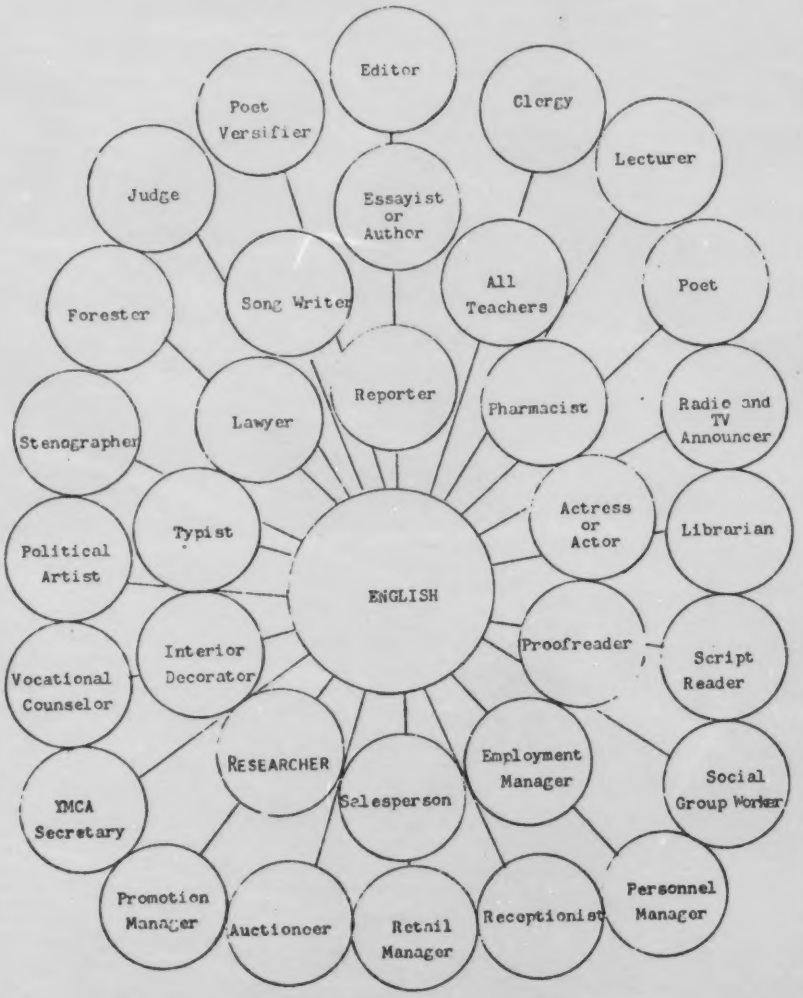
-Institute of Radio Engineers
One East 79th Street
New York, New York 10021

70. Have students add to a diagram of occupations related to English. Post the following on a chart:

Notes
Academic and Vocational Skills

Goal 4.3

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN ENGLISH



Notes

Academic and Vocational Skills
Goal 4.3

Let them add additional occupations after they survey adults in the neighborhood to see if their jobs use skills learned in English courses.

71. Distribute copies of the list of occupations. Have the students code the lists thus:
H--highly interested
M--moderately interested
S--slightly interested
N--not interested

Actor	Editor	Poet
Actress	Engineer	Politician
Actuary	Forester	Reporter
Appraiser	Geologist	Sales Representative
Author	Interpreter	Scientist
Cartoonist	Journalist	Social Worker
Cleric	Judge	Sportswriter
Commentator	Lawyer	Teacher
Correspondent	Librarian	T.V. Announcer
Counselor	Pharmacist	Writer
Dietitian	Playwright	

Goal 4.3

72. Have the students work in pairs to provide examples of specific tasks using English skills in each of the occupations.

SAMPLES OF JOBS (ENGLISH)

Educational Level	Occupation	A specific task in which English skills are used
High School	1. Demonstrator 2. Salesperson 3. Receptionist 4. Telephone operator 5. Proofreader 6. Switchboard operator	1. 2. 3. 4. 5. 6.
Specialty Training	1. Actor/Actress 2. Free-lance writer 3. Businessperson 4. Airline flight attendant 5. Radio or T.V. announcer 6. Disc jockey 7. Secretary 8. Stenographer	1. 2. 3. 4. 5. 6. 7. 8.
College or Graduate School	1. Advertising copywriter 2. Lawyer 3. Newspaper reporter 4. Technical writer 5. Librarian 6. Teacher 7. Public Relations worker	1. 2. 3. 4. 5. 6. 7.

73. Have each student select an appealing occupation done by an adult whom he or she knows. Have the student use the following questions to inverview this worker:

1. The specific title or name given to the job.
2. The name of the company where the person works.
3. The basic job description.
4. How did this person obtain the job in the beginning?
5. What exactly is the typical day like?
6. What is the approximate salary a beginning worker could expect to receive on this job?
7. What days and hours of the week does the person work?
8. What equipment is needed for this type of work?
9. What clothing is needed?
10. What are the advantages of this type of work?
11. What are the disadvantages of this type of work?
12. Are there any dangers connected with it?
13. What preparation is needed for this job?
14. How many years has this person worked on this job?
15. If he or she could do any job in the world, would he or she still prefer to stay with the current job?

Have the students prepare presentations of their information to classmates. They can choose from the following to enhance their presentations:

a. Make a poster that shows other people involved in this type of job.

b. Wear or bring in some of the clothing needed for this job.

c. Bring in or describe on a poster the type of equipment needed.

d. Tape a portion of the interview to play back to the class.

Notes

Academic and Vocational Skills

Goal 4.3

Notes

Academic and Vocational Skills

Goal 4.4

Goal 4.4

Remind the students that each presentation must have an introduction and a conclusion.

74. Prepare copies of your resumé and distribute to the students. Have the students write resumés of their own, as though they were actively seeking employment.

75. Use this next activity during the spring when students will be seeking part-time jobs.

William D'Amato
896 Dean Street
Anytown, Missouri 72438

May 5, 1979

Mr. Fred Collins, Manager
Moto's Fast Food
310 Ocean Street
Anytown, Missouri 72438

Dear Mr. Collins:

I am writing to you to apply for a job as counter attendant that you advertised in the Anytown Free Press on May 5. Here are my qualifications:

I am 16 years old and am a student at the James Fielding High School. This year I am completing a pre-vocational program here at our school in food service.

Last summer I worked full-time as a dishwasher machine operator at Howards Drive Inn, 410 Dale Street, Anytown Missouri. On occasion, I also worked as a fry cook at the Drive Inn. My employer there was Mr. Andrew Conger.

I am sure I can do a good job for you in the position you advertised and I would greatly appreciate a personal interview. If you wish to call me, my telephone number is 642-6249.

Sincerely yours,

William D'Amato

William D'Amato

When you answer a want ad by letter, certain things should be included. These are:

1. Education that might be useful on the job
2. Job experience
3. A reference
4. Activities that might be useful on the job
5. A request for a personal interview
6. Your telephone number

These things will make answering a want ad by letter easy for you. Next to the proper line (or lines) in Bill's letter, write the number of the correct thing he included.

Notes

Academic and Vocational Skills

76. For this activity you will need to obtain copies of the application form from the State Employment Office. Then proceed with the explanation:

"Whenever you start your job hunting at a State Employment Service office or at a company, one of the first things you will be asked to do is fill out an application form. This form helps the employer get to know you. Follow the directions on the form carefully. Fill it out neatly. Answer all the questions it asks, so the person in charge will not have to ask you to go back and finish it up."

Distribute copies of the form used by the State Employment Service.

"If there are questions you cannot answer (for instance, if you have never had a job before) leave that part blank. This is just a practice form. If you are asked to fill out a form like it when you go job hunting and you mess up the form, what do you do? Ask for another one. They will be glad to give it to you. The important thing is to make sure the form you finally turn in is neat, complete and easy to read. This will make a good impression."

Goal 4.4

Introduction
English Activities
Fine Arts Activities
Foreign Language Activities
Guidance Activities
Health and Physical Education Activities
Mathematics Activities
Practical Arts Activities
Science Activities
Social Studies Activities
Appendicies

FINE ARTS ACTIVITIES	Notes
I. Self Knowledge	Self Knowledge
1. Use a wide range of arts and crafts ideas to motivate the students to plan gifts that meet the needs and fit the interests of others. Distribute copies of a list of crafts that can be used in making gifts, such as, knitting, crochet, macrame, sewing, cooking and sketching. Let the students rate themselves poor, good, very good or excellent on each of the crafts. Have them list people to whom they can give gifts. Have them list a few of each person's interests beside his or her name. Have the students take their craft ratings and their gift lists into small groups. The first student will read aloud the crafts on which he or she rated very good or excellent. Then he or she will read the name of a person on his or her gift list and a few of that person's interests. The other group members will suggest several appropriate gifts that student could make for that person on his or her list. Proceed until all group members have lists of possible gifts.	Goal 1.1
2. Have each student think of a friend. He or she can then design a birthday card for that person's interests and personality.	Goal 1.1
3. Have each student write a set of song lyrics for a friend, considering that person's: --physical characteristics --personality characteristics --hobbies --ethnic background --clothing tastes --favorite sports	
4. "Using a large piece of heavy paper or cardboard, a stack of old magazines, crayons, marking pencil, scissors and paints, build a collage of colors, pictures, words and objects that symbolize you. Try to express such things as yourself, your values, needs, ambitions, fears, relationships, interests, hobbies and feelings. No one in the group should see the collage until the teacher gives it to the group to discuss. When you have it ready, give it immediately to the teacher." The collages are circulated around the group, then held up one at a time. As each collage is held up, group members guess who they think the collage belongs to and why. The "feedback" will have value to the person only as long as it is as specific as possible.	Goal 1.2

Notes	
Self Knowledge	The more discussion of each collage that occurs, the more each group member is learning how others see him or her. After all of the collages have been discussed in detail by the group, the person who made each collage can explain it. Say, "When you discuss your collage you are revealing things which others may not know about you. How much you want to disclose depends entirely on you." Let them ask questions about things that have been said.
Goal 1.2	5. Have the students make "Me Boxes." They make or use a square cardboard box. They paste on the box words and pictures which represent their abilities, interests, attitudes and so on.
Goal 1.2	6. Students will make a genealogical study by consulting family members, birth records and heraldry connected with the family. A collage will be prepared showing prominently the family name, a silhouette of the student, pictures and symbols which represent national origins of ancestors, and their occupations and pursuits in life. Symbols which portray the student's own interests and personality will also be included.
Goal 1.3	7. Let the students work in pairs to write song lyrics describing emotions and reactions they have experienced.
Goal 1.3	8. Ask students to describe the pyramids in Egypt and objects found in King Tut's tomb. Ask them to list objects that they would want buried with them in a pyramid to be dug up in 2,000 years. Have them underline those objects which would help an archaeologist understand them. They can circle those objects which would help an archaeologist understand our civilization.
Goal 1.4	9. Present a list of terms naming things which are evaluated in paintings. Include such things as rhythm, balance and shading. Each student will do a tempera painting. Following this, each will write a critique of his or her own painting, stating title, mood, emotion or idea expressed and difficulties or successes encountered. The art work and critiques will be shared with the class.

II. Life Roles, Settings and Events	Notes
10. Have each student select a room at home he or she would like to redecorate. Have the class members spend several days looking through magazines and catalogs and clipping pictures of desired objects. This includes everything from floor to ceiling. They can paste the pictures on a large sheet of paper, writing costs beside each item. Have them total the cost and then write a few sentences describing the intended mood or feeling of the room.	Life Roles, Settings and Events Goal 2.2
11. Have students help raise money for class trips to events that are accessible: a. musicals b. plays c. concerts d. recitals e. special art showings Encourage them to go on their own, too.	Goal 2.3
12. Invite parents to show their slides to the students. Have them explain how they got interested in photography.	Goal 2.3
13. Have students find information on artists who were variously employed or retired and who then adopted their avocations as occupations. Included will be Grandma Moses, Frederic Remington and Erica Wilson.	Goal 2.3
14. Have the students choose one of the following crafts: --leathercraft --tole painting --jewelry making --photography --weaving --rug making --fabric design --embroidery --needlepoint --macrame Have them each prepare a report or presentation on the chosen craft. This can include: a. basics of the craft b. specific vocabulary or jargon c. a list of objects that the presenter could make d. approximate value of items made and sold e. a list of local crafters active in the craft	Goal 2.3
15. Have the students bring their favorite recordings. Play a selection from each. Have the class help you categorize the selections. Write each selection on a chart you have prepared thus:	Goal 2.3

Notes

Life Roles, Settings and Events

OUR FAVORITES				
Country Western	Classical	Popular	Folk	Rock

Goal 2.3

16. Invite college and high school musicians to perform for the class.

    Ask them to give a history of their involvement with music as a hobby.

Goal 2.4

17. Have the students attempt to play numerous musical instruments to experience some of the skills required for performing on each.

Goal 2.4

18. Invite many fine arts workers to speak to the class. To help (not limit) them plan their presentations, give to each one a copy of the suggested outline:

I. Preparation

A. Education
1. Cost
2. Difficulty
3. Various good schools to attend

B. Apprenticeship
1. Duration
2. Duties
3. Compensation

C. Difficulty in Placement
1. Method of acquiring first job

II. Duties

A. Daily Routine
1. Hours
2. Possible unrelated duties
3. Extra hours

III. Benefits

A. Monetary
1. Payment
2. Commission
3. Bonus

B. Gratification
1. Honors
2. Awards of Achievement

C. Extra Benefits 1. Retirement 2. Hospitalization 3. Insurance 4. Vacations 5. Discounts 6. Prestige	Notes Life Roles, Settings and Events
IV. Problems	
A. Personel Traits	
B. Others	
V. Advancement	
A. Monetary	
B. Prestige	
C. Other	
VI. Other	
19. Use these kinds of objectives to plan the exploration of the occupations related to interest and ability in fine arts.	Goal 2.4
The student will:	
a. identify the occupational cluster of this job.	
b. recognize personal interests, values, aptitudes, abilities and physical characteristics as they relate to this occupation.	
c. identify the factors which influence job success and personal satisfaction.	
d. identify primary responsibilities as well as skills, knowledge and attitudes.	

Notes

Life Planning

Goal 3.1

Goal 3.1

III. Life Planning

20. Tell the students that concert selections are frequently presented in chronological order of composers' lives.

List several composers and have students decide which lived first, second and so on. (Why not use the composers of pieces played in the junior high band or choir concert!)

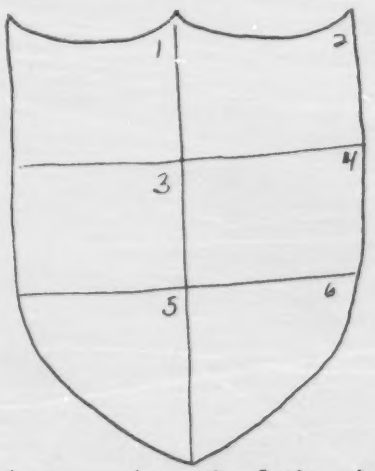
Explain that, in order to decide how to arrange these in order, they must know when each composer lived. Have students volunteer to find dates of the various composers' lives and bring them to class.

Then have the class help you put them in order.

Explain that we need to gather relevant information in order to make a decision. That is one of the very important steps in decision making.

21. Explain that another important step in decision making is clarifying our values or knowing what is important to us.

Ask each student to draw a shield shape. The shield is then divided into six parts:



Tell what is to go in each of the six sections:

1. Draw two pictures. One to represent something you are very good at and one to show something you want to become good at.

2. Make a picture to show one of your values from which you would never budge. This is one about which you feel extremely strong and which you might never give up.

	3. Draw a picture to show a value by which your family lives. Make it one that everyone in your family would probably agree is one of their most important. 4. In this block, imagine that you could achieve anything you wanted and that whatever you tried to do would be a success. What would you strive to do? 5. Use this block to show one of the values you wish all humanity would share and certainly one in which you believe very deeply. 6. In the last block, you can use words. Use four words which you would like people to say about you behind your back.	Notes Life Planning
22.	Help students become aware of irregular income as a characteristic of <u>some</u> of the occupations related to the fine arts. Ask them to choose an interesting occupation that has an irregular, unpredictable income. This will very likely be one that is based on the unpredictable demand of the consuming public and other uncontrollable variables. Have them draw themselves in that occupation on one half of a paper. On the other half they will draw a related occupation they can do to earn a living while they are waiting to become famous. Invite one of the other fine arts teachers to describe salary, life style and fringe benefits of "unknowns" in the area of visual or performing arts.	Goal 3.3
23.	Many instrumental music teachers have a system of "challenges" as a way to motivate students to practice. This practice advances them to higher positions or helps them maintain their first-chair status. Point out that they are using goal-setting and planning to do this. The <u>goal</u> is to advance toward or to maintain first-chair status. The <u>plan</u> is to practice.	Goal 3.4
24.	With an on-going project such as painting or macrame, have students write down the date when it can be realistically completed. Then have them break the time into blocks and the whole project into steps. Have them write down target dates for completion of the various steps. They might want to use something like this:	Goal 3.4

Notes

Life Planning

Name _____
Project _____
Completion Date _____

Steps	Target Date
1.	
2.	
3.	
4.	
5.	

Then have each student who did not reach the goal write a paragraph analyzing what went wrong.

Goal 3.4

25. Have the students prepare drawings illustrating the term "life cycle."

IV. Academic and Vocational Skills	Notes
26. Have each student bring a newspaper article which deals with a social problem. Show examples of editorial cartoons and caricatures. Have each student prepare a cartoon or caricature related to the main idea or central theme of the article. Display these on a bulletin board.	Academic and Vocational Skills Goal 4.1
27. Divide the class into two teams. Make a list of musical terms: --Forte --Accelerando --Piano --Allegro --Dimuendo --Andante --Crescendo --Largo --Ritardando --Poco (A study of each word is necessary before this activity can be used.) Write each of these words on separate pieces of paper and place them in some kind of container. Next write thirty simple sentences on separate pieces of paper; for example, "John is going to the show." Now place these sentences in a separate container. Have one team send a player forward to draw one word and one sentence, after which he or she shows the two items to the teacher. Suppose the word is accelerando and the sentence is "John is going to the show". This person must speak or sing this sentence according to the word accelerando, which means "to increase in speed."	Goal 4.1
28. Have the students learn the primary, secondary and tertiary colors. Have them use compasses to construct color wheels.	Goal 4.1
29. Read a passage from a science fiction book or a novel. Have the students illustrate it. Have them share and compare their illustrations in small groups. Then ask, "What are the main ideas of the passage?" List these on the board. See how many of the students illustrated the main ideas.	Goal 4.1
30. Distribute a piece of school stationery to each student. Have them each design a new letterhead for the school. Put these on display for Open House.	Goal 4.2
31. Examine different styles of lettering. Have students make signs advertising hypothetical community fund-raising events such as: --garage sales --auctions --bake sales --benefit dances --car washes	Goal 4.2

Notes

Academic and Vocational Skills

Goal 4.2

32. Have students collect magazine pictures illustrating different color schemes used in interior decorating and label according to kind of color family chosen.

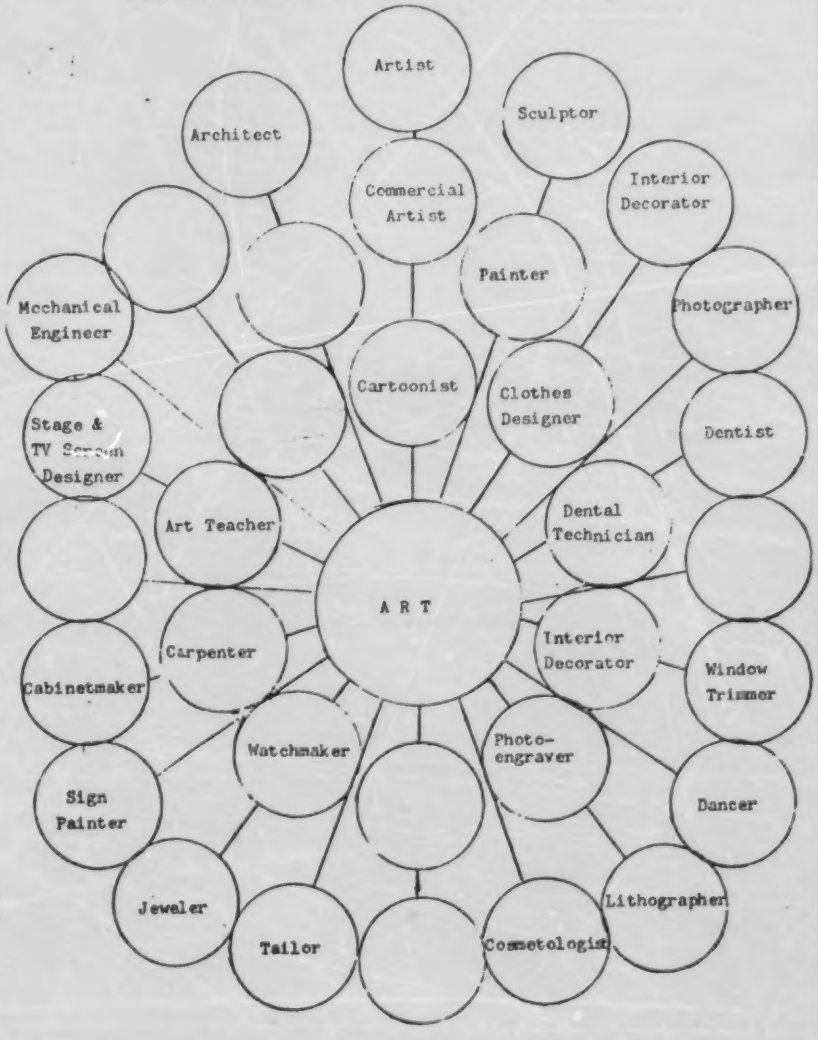
The J.C. Penney Spring-Summer 1979 catalog gives an explanation of color schemes:
--one-family
--neighboring colors
--opposite colors

This information can be found on page 1070 of the catalog.

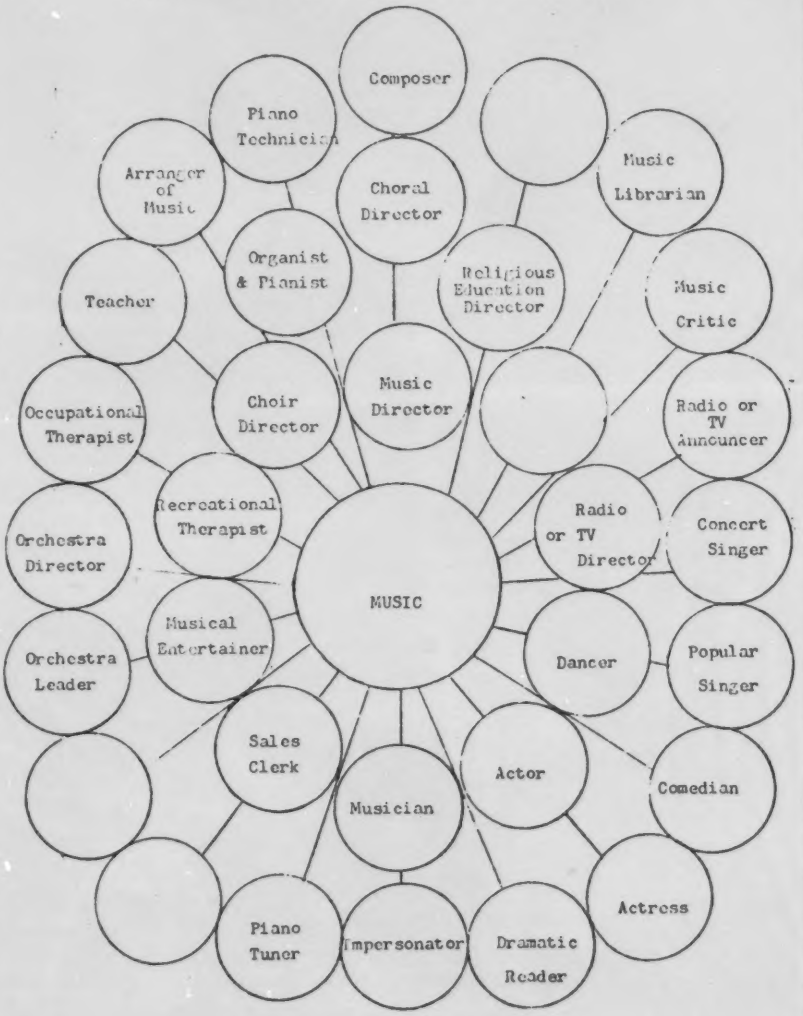
Goal 4.3

33. Present these diagrams to the students. Invite them to add occupations.

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN ART



OCCUPATIONS RELATED TO INTEREST AND ABILITY IN MUSIC



Notes

Academic and Vocational Skills

Goal 4.3

34. Have the students work in pairs to provide examples of specific tasks using fine arts skills in each of the occupations:

SAMPLES OF JOBS (FINE ARTS)

Educational Level	Occupation	A specific tak in which fine arts skills are used
High School	1. Landscape gardener	1.
	2. Gift wrapper	2.
	3. Sign painter	3.
	4. Wood engraver	4.
	5. Model	5.
	6. Upholsterer	6.
Specialty Training	1. Illustrator	1.
	2. Draftsperson	2.
	3. Choreographer	3.
	4. Advertising layout person	4.
	5. Artist	5.
	6. Cartoonist	6.
	7. Commercial photographer	7.
	8. Interior designer	8.
	9. Beautician	9.
	10. Jeweler	10.
College or Graduate School	1. Auto designer	1.
	2. Curator	2.
	3. Industrial designer	3.
	4. Architect	4.
	5. Medical illustrator	5.
	6. Dentist	6.
	7. Teacher	7.

Goal 4.4

35. Have the students prepare posters advertising their own strengths.

Explain that we have to know our strong points in order to sell them in a job interview.

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FOREIGN LANGUAGE ACTIVITIES	Notes
I. Self Knowledge	Self Knowledge
1. Each student will be able to name the other students by their Spanish (or other foreign language) names.	Goal 1.1
2. Let the students work in pairs to help each other answer questions, learn vocabulary and put their thoughts into Spanish (or other foreign language).	Goal 1.1
3. Each student will role-play another student in the class without disclosing the name of the person being portrayed. The class will guess who it is. Then the students will list things about themselves which they found displeasing and wish to change.	Goal 1.2
4. After reading and translating a story written in Spanish, each student will ask five questions of the class.	Goal 1.3
5. Have the students work in small groups to list situations in which knowledge of Spanish (or other foreign language) will be helpful.	Goal 1.4

Notes	II. Life Roles, Settings and Events
Life Roles, Settings and Events Goal 2.3	6. Have a Pen Pal Day. Let students bring in and read letters from their pen pals in other countries. Get students to sign up for pen pals from countries in which is spoken the language you teach. Invite the stamp collectors to display their foreign stamps and tell about this as a hobby.
Goal 2.3	7. Invite to class people who have taken slides during their travels in the country of the language you teach. Have them describe foreign language courses they took in school and/or college. Ask them to name what they liked best about the country. Have them describe a dish eaten there.
Goal 2.3	8. Have a "pot luck" tasting party. Students will bring prepared dishes from the country of the language you teach. You may want to do this to celebrate the end of school or a holiday of that country. Bring in a copy of the Time-Life cookbook of foods of the country you teach.
Goal 2.4	9. Distribute copies of a list of occupations related to interest and ability in foreign language: --Actress --Anthropologist --Composer --Customs Examiner --Diplomat --Drama Coach --Essayist or Author --Export Clerk --FBI Agent --Flight Attendant --Foreign Clerk --Foreign Correspondent --Foreign Exchange Clerk --Foreign News Interpreter --Historian --Immigration Inspector --Information Clerk --Lawyer --Librarian --Medical Assistant --Messenger --Missionary --Musician --Physician --Receptionist --Sales Representative --Social Worker --Stenographer --Teacher --Translator --Travel Agent

--Travel Guide
--Tutor

Have the students code each occupation according to their interest in it:

N = not interested
S = slightly interested
M = moderately interested
H = highly interested

Then have them list the occupations under the appropriate headings on papers which they have prepared thus:

OCCUPATIONS RELATED TO INTEREST AND ABILITY IN FOREIGN LANGUAGE			
Not interested	Slightly interested	Moderately interested	Highly interested

Ask them to look at the occupations they have listed under the various headings. Ask them if they can see any patterns. Have the students make "I learned . . ." statements about this activity.

10. Distribute copies of the list of occupations presented in the previous activity. Have the students work in small groups of 3. They will select an occupation and list possible advantages and disadvantages. Then have each group read its list aloud to the rest of the class.

11. This activity will help students become aware of a range of foreign language-related jobs currently available.

The Kansas City area is now a World Foreign Trade Zone. There are over 300 businesses that trade internationally and have jobs for people with foreign language background. For a list of these businesses and industries write to Victor Studley, President-Director of the Kansas City Foreign Trade Zone.

You will also need to obtain several copies of The New York Times newspaper for this activity.

Notes

Life Roles, Settings and Events

Goal 2.4

Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

Draw a large dollar sign on the blackboard. Say, "How many of you are interested in this? Do you think this class could ever mean this to you? Today we are going to see if there is a need for anyone who can use a foreign language here in the United States. We will also find out what this could mean in terms of dollars and cents."

Have the students number a piece of paper from 1 to 10 and write true or false for each of these statements, which you read aloud:

1. The use of foreign language in the United States is restricted only to teaching positions in the public schools.

2. There are less than one million people living in the United States that cannot speak English as a major language.

3. The United States has the fifth largest Spanish-speaking population in the world.

4. Many United States business firms which do international business are not willing to pay the approximately $150.00 per day to teach someone a foreign language skill. (Note for teacher: there are 100 applicants for every 15 jobs today in the United States which are foreign language related.

5. There are few opportunities for foreign language in the Kansas City area at the present time.

6. There are close to 400 radio stations in the United States that broadcast almost entirely in a foreign language.

7. In some states of the United States, teachers are now required to teach subjects like math and history in the Spanish language.

8. A person with a foreign language skill does not have the opportunity to earn more money during his other lifetime than someone without a skill in a foreign language. Note: A person with a foreign language skill automatically starts at one step (gross salary) higher.

9. The United States government is the largest employer of people with a foreign language ability.

10. In preparing for a career, the combined study of a foreign language with another subject area, such as science, law, medicine, business or education is better than studying only a foreign language as far as future employment prospects are concerned.

Go over the statements and give answers and information on the need for foreign language skills for jobs in the United States.

Distribute to each student a sheet from The New York Times want ads advertising jobs requiring skill in foreign language. Have the students cut and paste these onto pieces of paper. Display these on a bulletin board.

Point out that there are also many jobs where foreign language skill is a key asset in a sharply competitive job market. Note also that a knowledge of foreign language can be combined with a wide variety of fields to make a person more versatile and give him or her many more opportunities.

Notes

Life Roles, Settings and Events

Goal 2.4

Notes	III. Life Planning
Life Planning Goal 3.1	12. Have the students read stories in Spanish, or any other foreign language. Let them work in groups to make up different endings for the stories. The endings should be based on students' values and should be decided upon logically and clearly. (Yes, the boy from a poor family should help support his family when he becomes rich, because his family always tried to provide for him even though they had very little to give.)
Goal 3.1	13. Tell the students that the study of foreign language can facilitate study of a whole culture. This can accommodate one's interest in a country's: --foods --clothing --arts --music --social customs --architecture --literature --government --education --religion --health care --industry Have each student tear 12 small scraps of paper. On each scrap he or she writes one of the 12 interests listed above. Then he or she is to arrange all the slips in order from most interesting (on top) to least interesting on the bottom. Have the students explain their rank orders to each other in small groups. Explain that in this strategy we put our choices in rank order from first choice, second choice and so on to last choice.
Goal 3.2	14. Prepare a cumulative work folder for each student in your class. Into it put corrected test and quiz papers. Save also critiques written by other students on each one's dialog presentations and other oral work. Then distribute the folders and have each student list his or her own strengths and weaknesses. Have them use their lists of weaknesses to write goals for their own improvement over a given period of time. Then have them use accumulated tests, quizzes and student critiques to again prepare another list of strengths and weaknesses. They can check both lists of weaknesses to see if they attained their goals for improvement.
Goal 3.2	15. Have the students use any of the following strategies to gather information about post-high school training which requires foreign language:

a. See the guidance counselor.
b. Write to colleges and universities.
c. Search through college bulletins.

Have them post their findings on a large piece of chart paper.

Notes

Life Planning

Notes	IV. Academic and Vocational Skills
Academic and Vocational Skills Goal 4.1	16. This activity will help students differentiate between the polite and the informal forms of address. You are a guide for a group of Mexican entrepreneurs and their families visiting St. Louis. Tell each of the following people to sign his or her name: a. Mr. Ramirez b. Mrs. Ramirez c. Mr. Gutierrez's son d. Mr. and Mrs. Jimenez
Goal 4.1	17. We have different learning styles. Some of us can read and remember. Others of us need to interact differently with material in order to learn it. Help students get insights about their own learning styles or "whatever works" best for them. Vary the modes of learning activities. After a week of presenting material in different learning modes, have the students name the modes in which they learned most efficiently. Choose from this list and add to it. Get ideas from the students of learning modes which they have discovered to help learn a foreign language. --writing sentences from dictation --pronunciation drills using words with the same sounds --dialogues or short conversations --grammar exercises either written or oral --word games to build vocabulary --flash cards for vocabulary --simulation games --Scrabble using the words of the foreign language --an auction in the foreign language. (They bring objects from home to be auctioned and label them with their foreign language names. They may use the corresponding currency system also.) --role playing --dramatization
Goal 4.2	18. Obtain several copies of lists of phrases travelers might use. Have small groups of students write down phrases which might be used in the following situations: --in a restaurant --shopping --getting a room in a hotel --going through customs --getting information in a museum or at a historical landmark --when an article has been lost --when one is lost from a tour group
Goal 4.2	19. Here are some projects which may enhance your teaching efforts by focusing on the relevance of foreign language.

a. Illustrate international signs of communication.
b. Demonstrate uses of translation.
c. Translate jingles and evaluate effectiveness.
d. Read and translate instructions for sewing and construction.
e. Collect examples of bilingual ads.
f. Collect foreign language newspapers.
g. Research radio and television programs broadcast in a foreign language.

Notes

Academic and Vocational Skills

Goal 4.2

20. Have the students use the yellow pages to compile a list of businesses which they think might employ people with foreign language skills. They should also get addresses of U.S. Government offices. (The Federal Government is the biggest single employer of bilingual employees.) Have them make copies of this letter in their own handwriting and send it to one of the businesses or government agencies:

Goal 4.2

Dear Personnel Director:

The Foreign Language Department of _____ is currently polling certain businesses and community organizations in the St. Louis area in an effort to determine the extent to which the knowledge of a foreign language might serve as an auxiliary job skill. Your cooperation in returning this questionnaire is greatly appreciated. A self-addressed, stamped envelope is enclosed for your convenience. Thank you.

Yours truly,
Stella Standard

Have each student enclose a duplicated copy of this questionnaire:

1. Would the knowledge of a foreign language facilitate the performance of <u>any</u> of your present employees, or be a factor in the selection of a job candidate, assuming that he or she met all other qualifications?
   _____yes _____no

2. What job(s) or position(s)?_____
   Is a college degree required? ____yes____no

3. What languages?_____

4. Which of the following language skills would be involved?
   _____reading _____writing
   _____conversation _____translation

5. Would native fluency be required?
   _____yes _____no

Additional Comments:

Notes	
Academic and Vocational Skills	
Goal 4.2	Then have the students post the names of businesses which answered yes to question 1. Under each business list its answers to questions 2 and 3. 21. Help reduce stereotypes and misconceptions about the country of Mexico and its people. Distribute copies of the following kinds of statements: a. "I think I'll just pack a couple of pairs of shorts and some sandals and try to keep as comfortable as possible." b. "Don't forget your sunglasses, Betty. It'll be a scorcher!" c. "Well, I personally wouldn't expose my legs in shorts to all that dirt!" The students will role play in pairs. Each pair has a tourist, who has made one of the above statements; and a travel agent, who must reply to correct the misconception of the tourist.
Goal 4.3	22. "You are a bilingual secretary for Ralston Purina Co. Complete the following activities in order to show that you are qualified for your position." a. Select one of the Spanish telephone directories and make a listing of as many names as you can find that appear more than 25 times. b. Write out the following dates found on letterheads in English (Worksheet) 2/IV/75 8/IX/72 3/I/70 5/VIII/76 c. Under what letter would you file each of the following names? 1. Jose Luis Echeverria Alvarez 2. Ma de Jesus G. De Ortega y gasset d. Choose one page of a Spanish telephone directory and address 5 sample envelopes of addresses from that page. List the directory and page number at the top of each envelope.
Goal 4.3	23. Here are some examples of role playing situations: a. You are a Hacienda Restaurant busboy being asked by a Spanish-speaking party to return a dish that was improperly prepared. b. You are nurse's aide at St. John's Hospital explaining the day's menu to a Peruvian patient. c. You are assigned to the food editor of the St. Louis Post-Dispatch. Interview Sra. Enriqueta Castro on her secrets for making tamales.

d. You have a foreign student living in your home. Explain tonight's menu.

24. Have the students work in pairs to provide examples of specific tasks using foreign language skills in each of the occupations.

25. Through this kind of activity, students learn responsibility, which is an essential pre-employment attitude. They also get to experience the consequences of not working to their capacity, as you take slides or photographs of their classroom work on projects.

The objective is for each student to undertake and complete an individual project that will show knowledge of the foreign language you teach.

They can prepare anything they want for an Open House display: posters, dioramas, mobiles, booklets and charts are all good choices.

Bring in all the books and materials you can find on the country of the foreign language you teach. Include coverage of such things as:

--education
--politics
--religion
--music
--art
--architecture
--cuisine
--clothing
--geography
--social customs
--social problems

Allow about two weeks of in-class time. (Remember to keep taking slides of students at work.) Then, at a P.T.A. meeting you can present a display of the projects and a slide show of the students at work on them.

Notes

Academic and Vocational Skills

Goal 4.3

Goal 4.4

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GUIDANCE ACTIVITIES

I. Self Knowledge

1. Have each student write a composition titled "Why I Would Want Me for a Best Friend." In this they should describe things they have done which indicate that they care about other people.

   Have them read their compositions aloud in small groups.

2. Here is a general self-assessment.

	NOT LIKE ME	VERY MUCH LIKE ME	A LITTLE LIKE ME
1. Gets along well with boys			
2. Gets along well with girls			
3. Gets along well with teachers			
4. Gets school work in on time			
5. Is funny or comical			
6. Enjoys science projects			
7. Remembers what's learned			
8. Controls temper			
9. Is willing to help others			
10. Is confident, sure of self			
11. Enjoys art work			
12. Is neat and clean in appearance			
13. Is able to take orders from teachers			
14. Is able to concentrate			
15. Is courteous, has good manners			
16. Gets a lot of fun out of life			
17. Enjoys arithmetic work			
18. Is a leader			
19. Is not too skinny, not too fat			
20. Studies hard, does not waste time			
21. Is willing for others to have their way sometimes			
22. Does not expect everything he or she does to be perfect.			
23. Is good at physical education			
24. Has new, original ideas			
25. Is not too tall, not too short			
26. Is able to talk to teachers easily			
27. Goes ahead with school work on his or her own			
28. Makes other people feel at ease			
29. Has lots of pep and energy			
30. Enjoys doing independent projects			

Notes

Self Knowledge

Goal 1.1

Notes

Self Knowledge
Goal 1.1

3. Here is an activity which can be used as an "ice breaker" on the opening days of school.

Give the students blank sheets of paper. Tell them they will have 20 minutes to complete the activity. They are to mill around and get the names of as many students as they can. Next to each name they should list one thing that person likes to do.

Then they can read aloud their papers in small groups.

Goal 1.1

4. Distribute copies of this handout to each of the students.

WHAT MAKES A GOOD LEADER?

Be well-prepared--Know leadership takes work as well as practice.

Be group-minded --Regard yourself as a part of the group. Say "we" instead of "I"; don't try to "run" the crowd. Instead, be guided by the crowd's wishes.

Like people --Be understanding and friendly.

Be poised --Don't let irritations bother you.

Have humility --Be confident but not cocky. Don't be afraid to reveal that you don't know everything.

Be creative --Enjoy trying new ideas.

Be a hard worker--Don't ask anyone to do something that you would not be willing to do yourself.

Be responsible --Live up to your word and duties.

Be cooperative --Know how to work with others and enjoy working with them.

Be a fun-lover --Enjoy life--the little things as well as the big.

Have vision --Help the persons in your group to learn and grow through the activities.

Be clear --Be able to express yourself effectively.

Be proud --Be proud of what you do. Take pride in being a leader, but earn it.

Be neat	--Always be neat in dress and personal appearance.
Be courteous	--The words "please" and "thank you" pay dividends. Use them often.
Think ahead	--Know members' opinions and be ready to meet changing situations.
Set goals	--Make them high, but be sure to reach them.
Take advice	--But do your own thinking.
Get the facts	--Analyze them before you draw conclusions.
Do your best	--Do your best at all times. Plan to make the most effective use of your time.

Have the students work in pairs. They will read over the list and agree upon the two most important things a good leader does. They will each make a poster illustrating one of the two selected leader actions.

Have the students present their posters to the whole class. As they do this, have a volunteer tally the number of students who chose each of the items.

Then have someone cut the list apart and paste the items in rank order from those which were chosen most to those which were chosen least.

Read the list aloud to the students. They'll be curious to see how important each item is to the whole class. (If poster board is not available, have each pair present their two best things and group talley on the chalkboard).

Notes

Self Knowledge

Goal 1.1

Notes

Self Knowledge

Goal 1.2

5. The following characteristics have been found to be useful by many persons in describing themselves. Each characteristic is represented graphically by a scale. Please indicate the location where you picture yourself by an (X). Do not restrict yourself to a particular range on the scale; feel free to place your responses anywhere on the scale. Please feel free to make any comments you like in the margins. The scale runs continuously from one labeled extreme to the other with the varying degrees being indicated by spaces _____. Place your marks in the middle of the spaces, not on the boundaries.

INVENTORY OF THE SELF CONCEPT

1. Sensitive to others — Insensitive to others
2. Self-confident — Lack self-confidence
3. Critical of others — Tolerant of others
4. Comfortable with others — Awkward with others
5. Reserved — Talkative
6. Value myself high — Value myself low
7. Participant — Nonparticipant
8. Nonassertive — Assertive
9. Honest — Dishonest
10. Active — Passive
11. Likeable — Not likeable

6. Have the students complete the following self-assessment.

HOW DO YOU FEEL ABOUT . . .

	Just great	Pretty good	Fair	Not so good	Don't care
1. your close friend(s)?	_____	_____	_____	_____	_____
2. other boys and girls?	_____	_____	_____	_____	_____
3. your mother?	_____	_____	_____	_____	_____
4. the teacher in this class?	_____	_____	_____	_____	_____
5. your father?	_____	_____	_____	_____	_____
6. yourself?	_____	_____	_____	_____	_____
7. life in this class?	_____	_____	_____	_____	_____
8. life at home?	_____	_____	_____	_____	_____
9. doing things with friends after school	_____	_____	_____	_____	_____
10. doing things alone?	_____	_____	_____	_____	_____

Divide the class into 10 small groups. Assign to each group one of the items above. Have the group brainstorm a list of things one could do to improve in that item.

Present brainstorming guidelines:

a. Let the ideas be wild.
b. Use the ideas of others.
c. Try for many ideas.
d. Do not judge the ideas.

Then allow ten minutes for the groups to brainstorm. Have a volunteer in each group serve as recorder. At the end of the ten minutes have each recorder read that group's list aloud.

On an acetate transparency of the handout, tally the students' responses to each item. Present this the next day on the overhead projector. Ask the students to pretend they are teachers who will interpret the information as their students' needs. These needs

Notes

Self Knowledge

Notes

Self Knowledge

Goal 1.2

will be the bases of classroom activities or "lessons" dealing with the various items. Divide the class into small groups. Have each small group of "teachers" interpret the tallied transparency by asking such questions as:

a. Which of the ten items seems to cause the most students to have not-so-good feelings?

b. What kinds of things do students need to learn to have better feelings about the item?

c. What activities can be done here in the classroom to help students learn those kinds of things?

Have a recorder in each group jot down the group's ideas for activities in (c) above. Have each group share these activity ideas with the rest of the class.

> Keep your ears--and your mind--open. Among the wild ideas, will be those which represent their true concerns and their favorite classroom methods.

Goal 1.2

7. Prepare a Manila folder for each student. Place all their dated and completed self-assessments in it. Repeat these assessments at several times during the year. Distribute their folders and let them look for changes and patterns.

Here is another self assessment which can be used for:
--self-awareness
--personal goal setting
--noting changes
--looking for things which remain the same.

7. Continued

MY NAME: _____	Poorer than most	About same as most	Higher than most	Very high
WORK HABITS				
1. Industrious				
2. Accuracy				
3. Promptness				
4. Concentration				
GROUP ATTITUDES				
1. Reliability				
2. Cooperation				
3. Leadership				
4. Respect for others' rights				
PERSONAL CHARACTERISTICS				
1. Friendliness				
2. Courtesy				
3. Neatness				
a. In person				
b. In work				
4. Self-confidence				
5. Poise				

Notes

Self Knowledge

Goal 1.2

Notes

Self Knowledge

Goal 1.2

8. Here is another self-evaluation which can provide students with a valuable awareness of the self.

Directions: After each number write the word excellent, good, fair or poor to indicate your rating.

_____ ATTITUDE: You make an effort to work as well as you can. You do not try to avoid work and seldom complain about having to work.

_____ THOROUGHNESS: You finish what you start out to do. You make an effort to be completely accurate, and no one has to remind you that your work is incomplete.

_____ MENTAL ALERTNESS: It is easy for you to learn new things. Instructions for work do not have to be repeated, and it is easy for you to understand something that has been explained thoroughly.

_____ COOPERATION: You work well with other people. You enjoy working with others on a group project and do not criticize how other people do their work.

_____ PROMPTNESS: Work assignments are completed on schedule. You seldom ask for more time to complete your assignments and never fail to meet deadlines.

_____ INITIATIVE: You can make independent decisions about what to do. You seldom have to be shown what to do and do not procrastinate until someone tells you to do it.

_____ HEALTH: You are not absent from school frequently. You are careful to maintain good health habits.

_____ PERSONAL APPEARANCE: You never wear messy clothing to school and constantly make an effort to keep yourself and your clothes neat and clean.

Goal 1.3

9. Use the format of the Johnny Carson Show. Have students take turns role playing Johnny Carson and his guests. Have the interview topics be such things as:

   a. common concerns they share with other students their age
   b. "do's" and "don't's" for dating
   c. ways to make friends
   d. ways in which they are like other students
   e. why people write notes instead of telling people how they feel
   f. shoplifting
   g. smoking

h. drinking
i. drugs
j. sexual behavior

Notes

Self Knowledge

Goal 1.3

> Have the "guests make up names for themselves. Then they will feel a bit freer to express their feelings.

10. Help students learn the skill of labeling their feelings. Have them divide into small groups and brainstorm lists of feeling words.

    Then have them place each word under the appropriate heading on paper they have prepared thus:

Goal 1.3

FEELINGS	
Pleasant	Unpleasant

11. Distribute copies of the list below to students. They will divide into small groups and take turns asking selected questions to other group members. The response should begin with the words "I feel . . ."

Goal 1.3

HOW DO YOU FEEL ABOUT STUDENTS WHO . . .
spread rumors?
write on study hall desks?
talk back to a teacher?
smoke in the restrooms?
use profanity in front of you?
cut up and play around?
cheat on an assignment?
forge the name on an excused absence?
write on restroom walls?
shout obscenities?
take more than one study hall?
get caught without a hall pass?
are banned from the library?
do not return a library book on time and you need to check it out?

Notes	
Self Knowledge Goal 1.3	fight in the halls over a girl? do not listen to the daily bulletin? throw wastepaper on the floor? damage the building? talk without permission? tear out a page from the encyclopedia? change a schedule to avoid a certain teacher? change a schedule so as not to have to do some particularly difficult schoolwork? dress to attract unusual attention? try to borrow paper, pencils and books day after day? do not report students who break the rules? skip eighth hours? fake sickness to go to the health room? gamble? listen to a transistor radio? cheat on an examination? hold hands on the way to class? wear shirttails out? drive recklessly? sew suggestive patches to jeans? refuse to say the Pledge of Allegiance? shout catcalls during an assembly? destroy Deficiency Notices when they are given to them? are absent from school to miss a test? write or underline in a textbook? study just enough to get by? refuse a reasonable request? lie to parent about the grade card? turn in a test with just the name on it? pass notes in class? skip school? threaten a weaker student? talk the teacher into changing a grade? stare at you? steal things that belong to others? talk big? transfer to your school and want to be friends with you?
Goal 1.4	12. Read the following passage to the students: Why do people work? Money always seems to occupy an important place in one's life. If someone should ask you why people work, you might reply by saying, "to earn money." You probably would be right in a sense, but what about the person who says, "I wouldn't trade my job for any other job"? This kind of statement may not be heard too often but it is true; many people would not trade jobs with anyone else. People work for many reasons. If you thoroughly analyzed the question, "Why do people work?" the following reasons would probably be found: --livelihood --service --human relationships --security --personal development --success

--job satisfaction --happiness

Ask the students to choose one of the above reasons and jot down an explanation of what this might mean. Tell them you will give them help with the explanations in five minutes.

After five minutes, distribute copies of the following explanations.

Livelihood

People work to provide themselves and their families with the basic essentials of life--food, clothing and shelter. Once these basic essentials are met, other needs and wants become important.

Human Relationships

People basically like companionship. People seek companionship with persons who have interests similar to their own. Working is a means of associating with people who have similar interests. Being part of a group gives people a feeling of belonging. Your work can provide companionship and associations with other persons.

Personal Development

A person's work can provide an opportunity to learn and grow intellectually and socially. It is a means of attaining new goals in life by developing new skills and learning new things. Work allows people to reach their fullest potential. Your work can help you grow and reach your potential.

Job Satisfaction

Since most of your adult waking life will be spent working, it is important to choose an occupation that will bring job satisfaction. You, as well as your family, will be happier if the occupation you choose is satisfying.

Service

Service may be defined as the things which a person does which are beneficial or useful to others. People like to make quality products, provide useful services and, in general, make a contribution to society. In addition, people like to feel that the work they do is important and of value to others. Your work can be a service to others.

Notes

Self Knowledge

Goal 1.4

Notes

Self Knowledge

Goal 1.4

Security

People look for security in their occupations. We need to know that when tomorrow comes, there will be work for us so that money may be earned. People want stability in their lives in order to make realistic and effective plans for the future. Your work can provide you with this security.

Success

All ambitious young people are interested in securing a beginning job that offers an opportunity for advancement. Employers are interested in employing persons who like a challenge and who want to be successful in life. Your work can give you success.

Happiness

Last, but not least, is happiness with one's work. Thomas Edison, the great inventor, was once encouraged by his wife to take a vacation. He responded by stating that he "couldn't think of anything he would rather do than work in his laboratory." Most people who choose their occupations wisely thoroughly enjoy their work. This contributes to their overall happiness.

Explain something like this:

"From the preceding statements, it should be evident that people work for reasons other than just to earn money. The occupation you choose should be based on all of these reasons (not just money). You will spend many years working. To enjoy a high degree of job satisfaction and success, the occupation you choose should match your interests and abilities."

II. Life Roles, Settings and Events

13. Have the students prepare written responses to the following kind of assignment:

    a. Is there a generation gap in your family? If so, describe it.
    b. What do your parents expect of you?
    c. What do you expect of your parents?
    d. Talk to your parents to learn how you are like (and different from) other children in your family.
    e. List three ways in which you can get along better with other family members.
    f. List three facts you know about your parents.
    g. List three good things about each other child in your family.

    Encourage the students to sit down with their parents at home and work on the assignment.

    Have students assemble in small groups to share their answers. Let them begin with the first question and share their responses to it. Have them proceed to the second question and so on.

    When all have shared their answers, have volunteers make "I learned . . ." statements in front of the whole class.

14. Distribute copies of the following statements:

SOME COMMON ATTITUDES TOWARD WORK AND LEISURE
1a. Leisure is what I do after work.
1b. Work is a sign of how useful you are.
1c. Work is a sign of godliness.
2a. Leisure is laziness,
2b. Work is what you have to do.
2c. Looking after children isn't work.
3a. Leisure is getting away from it all.
3b. Leisure is a luxury I do not have time for.
3c. Leisure is for retired or old people.
4a. Doing nothing is laziness.
4b. Competitive sports are leisure.
4c. Competitive sports are work.

Notes

Life Roles, Settings and Events

Goal 2.2

Goal 2.3

Notes

Life Roles, Settings and Events

Goal 2.3

5a. Watching sunsets is a waste of time.

5b. Art and theatre are recreation.

5c. Leisure is only for the rich.

6a. Only oddballs have time for leisure.

6b. Work is for slaves.

6c. We must work to be saved.

7a. I work best under pressure.

7b. Going to the zoo is for kids.

7c. Art is for students.

Divide the class into 7 groups. Assign each group a set of statements numbered from 1 to 7. Have each group focus on its 3 numbered statements. Have the group rewrite its 3 statements so that they all agree on it. For example, statement 5b could be rewritten:
--Art and theatre provide recreation for some people and work for others.
--For some people, art and theatre are recreation.

Some statements may not need to be rewritten.

As a spokesperson for each group reads its statements, write them on a large paper captioned thus:

OUR ATTITUDES ABOUT WORK AND LEISURE

Goal 2.3

15. Have the students interview adult hobbyists about their hobbies. They can use the HOBBY HOT LINE FORM (below). Then have them use the information to prepare presentations or written articles.

HOBBY HOT LINE for _____
Name

Name of hobby, special interest or what you enjoy doing most_____

How did you get started?_____
_____When?_____

Did someone teach you?_____
Who?_____

Did you teach yourself?_____Was it easy_____
or difficult_____ to learn?

How do you feel while doing it?_____
_____

When do you do it?_____
Where?_____

What supplies are needed?_____
_____

Does it cost money?_____How do you pay for it?
_____

What are some special words or terms (lingo) you use?
_____

Can other people do it with you? __Yes ___No
How many?_____

Do you do it in a club? ___Yes ___No

What can you do with it? ___Give as a present?
___Keep for yourself? ___Display it? ___Anything else?

Can you do it all year round? ___Yes ___No If no, when
can you do it?_____

Do you share it with your family? ___Yes ___No
How?_____

Do you have to wear special clothes? ___Yes ___No
What kind?_____

Have you ever made money from it? ___Yes ___No

Have you ever entered a contest that featured it?
___Yes ___No

Is it for ___boys? ___girls? ___both? why?_____
_____Do you agree?_____

What books have been written about it?_____
_____

What, if any, hazards are involved?_____
_____

What career could this hobby lead to?_____
_____

How does this hobby help you enjoy your spare time,
when you finish your schoolwork?_____

Notes

Life Roles, Setting and Events

Goal 2.3

Notes

Life Roles, Settings and Events

Goal 2.4

Goal 2.4

Goal 2.4

16. Here is a bulletin board idea to create an awareness of seasonal job possibilities.

Cut a green tree out of paper. Staple it to the bulletin board. Have the students write job titles on colored circles (ornaments) and tape them to the tree. Caption the bulletin board: THE CHRISTMAS RUSH PRESENTS AN IDEAL TIME FOR JOB EXPERIENCE THROUGH PART-TIME WORK.

17. Have the students list curriculum subject matter areas (courses) on pieces of paper. Then have them cut their lists apart so there is one subject matter area (or course) on each strip of paper. Have each student arrange his or her items in rank order, with the favorite course on top and so on until the least favorite course is on the bottom.

Have them work in pairs to list six occupations related to each of their three top favorite courses. These should be occupations which the students would like to investigate.

18. INTEREST INVENTORY AND BACKGROUND INFORMATION

NAME_____CLASS___DATE_____

1. What do you like to do in your spare time?_____
_____
_____
2. What do you usually do right after school?_____
_____
_____
3. How many brothers and sisters do you have?_____
_____
4. What kind of work does your father do?_____
_____
5. What kind of work does your mother do?_____
_____
6. Are there any jobs you are supposed to do regularly at home?_____
7. Do you take any special lessons?_____
8. Which are the two best movies you ever watched?
_____
9. Make an L in front of the kinds of movies that you like.
_____adventure pictures
_____love stories
_____musical pictures
_____war pictures
_____travel pictures
_____comedies
_____sad pictures
_____murder shows
_____western shows

10. Do you have a television set?_____
11. What are your favorite programs?_____
_____
12. How much time do you spend watching television?
_____
13. Check where you have been: ____farm____circus
____zoo____picnic____art museum____concert
____ball game____another city____Planetarium
____Grant's Farm
14. Have you ever taken a trip by boat? ____
train? ____ bus? ____ car? ____ airplane? ____
15. Do you have a pet?_____What kind?_____
16. Where have you gone to school?_____
17. Do you like school?_____
18. What subjects do you like best?_____
19. Which do you dislike?_____
20. Do you enjoy reading?_____
21. Do you enjoy having someone read to you?_____
22. How much time do you spend just reading?_____
23. Do your parents encourage you to read at home?
_____
24. Do you have a library card?_____
25. What kind of reading do you like best? ___history?
____plays? ____travel? ____mystery stories?
____science? ____fairy tales? ____adventure?
____music?
26. What would you like to do when you grow up?____
_____
27. What would your parents like for you to do when
you grow up?_____
28. What famous person would you most want to be
like?_____
29. Who do you think is the greatest man or woman in
the world today?_____
30. If you had one thousand dollars ($1,000) what
would you do with it?_____
_____
31. What kind of person do you think a teacher
should be?_____

19. Have the students work in small groups to brainstorm lists of things they like to do. Present brainstorming guidelines:
    a. Do not judge the ideas.
    b. Let the ideas be wild.
    c. Use the ideas of others.
    d. Try for many ideas.

    Allow 15 minutes for brainstorming. Have a volunteer in each group record the ideas on adding machine paper (tape). Have them cut their lists apart with one item on each strip of paper.

    Have them sort the strips and paste them on large pieces of paper captioned thus:

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Life Roles, Settings and Events

Goal 2.4

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Life Roles, Settings and Events

Goal 2.4

THINGS WE LIKE TO DO		
Dealing mainly with people	Dealing mainly with ideas	Dealing mainly with things

Then explain that occupations can be classified in this way. First, we can learn whether our interests lie with people, ideas or things. Then we can investigate occupations which deal mainly with people ideas or things.

20. Students may use questions such as these the first few times they interview working adults.

1. What is the name of your job?
2. What are your duties while at work?
3. Where is your job located?
4. What education or training is needed for this occupation?
5. What personal traits or special skills are helpful, such as ability to work with people and so on?
6. What special benefits does your company have, such as retirement, vacations, insurance and so on?
7. Would you categorize your job as dealing mainly with people, ideas or things?
8. What are some things you like about your job?
9. What are some of the things you dislike about your job?
10. Do you work alone?
11. Do you have regular hours? Does your job require overtime, or working evenings, Sundays or holidays?
12. Is your job seasonal?
13. What other job could you do with the training you have?
14. Where would I go to secure training for this particular occupation?
15. What are the possibilities of change in the future of this job?
16. What has changed about your job in the last 10 years (working conditions, hours, equipment, skills)?
17. What are your general working conditions?
18. Have you had any hobbies that would be related to your job?
19. What is required in the way of procedure to enter this occupation?
20. What special school subjects are most useful?
21. What personal equipment would I need to get started?
22. Do you have to have a license?
23. What physical requirements are needed for the job?
24. What other jobs have you had?

21. CAREER EDUCATION
Pre-Test
Post-Test

1. What type of work does your father or mother do?
2. Why should a student your age know about various jobs? (Choose one)
   a. Find a job
   b. Know what type of jobs you might like
   c. Know how to prepare for a future job
3. Why do you need a Social Security card? (Choose one)
   a. Get a job
   b. Pay taxes
   c. Credit for your earnings
4. Where would you go to find information about a certain job? (Choose one)
   a. Library Career Information Center
   b. Ask my neighbor
   c. Write for information
5. Name a job and give 2 advantages and 2 disadvantages of that job.
6. Name a job you think you would like and tell what the educational requirements would be for that job.
7. List 3 different occupations found in and around the school.
8. A student in Junior High School does not need a Social Security Card. (T or F)
9. How old must a person be to work in a factory? (Choose one)
   a. 16
   b. 18
   c. 21
10. Your appearance will have nothing to do with your getting a job. (T or F)
11. There are approximately 22,000 different jobs in the U.S. (T or F)
12. Which one do you consider important in your life work? (Choose one)
   a. Job satisfaction
   b. Money
   c. Location
13. Can you name a job where you never have responsibility?
14. Most businesses require their employees to take special training. (T or F)
15. What education is required for the following: (check answer)
   a. Nurse: High School__College__Special__
   b. Pilot: High School__College__Special__
   c. Plumber: High School__College__Special__
   d. Truck Driver: High School__College__Special__
   e. Armed Service: High School__College__Special__
   f. Carpenter: High School__College__Special
   g. Office Worker: High School__College__Special__
16. A person will do a better job when he or she is interested in the job. (T or F)

Notes

Life Roles, Settings and Events

Goal 2.4

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Life Roles, Settings and Events

Goal 2.4

17. Most people work at the same job all their lives. (T or F)
18. Name 3 jobs found in the world of leisure.

22. Get your guidance counselor to help with the administering and interpretation of interest inventories and/or personality surveys.

Then, after an overview of the world of work and consideration of how the self fits into the world of work, have the students write letters and make telephone calls to learn how to find a job. This outline may be helpful:

I. HOW TO FIND A JOB
   - A. Getting a job by chance
   - B. The State Employment Agency
     Visit from Agency employment counselor
   - C. Private Employment Agencies
   - D. Labor Unions
   - E. Newspaper Ads
     1. Answering ads by phone
     2. Answering blind ads
   - F. Other sources of ads
   - G. Placement Bureaus
   - H. Situation Wanted Ads
     1. How to write one
   - I. Direct Contacts
     1. Phoning
     2. Visiting
     3. Writing letters
   - J. Civil Service Jobs
     1. State Civil Service
     2. Federal Civil Service
     3. Merit system

II. JOB APPLICATION AND INTERVIEW
   - A. Letter of inquiry
   - B. Letter of application
   - C. Job application forms
   - D. Resumé
   - E. Interviews
   - F. Tests

23. From the list below select the one value you feel best describes the reason for the decision made by the person involved:

a. Beauty	g. Honesty
b. Independence	h. Helping others
c. Money	i. Creativity
d. Education	j. Immediate pleasures
e. Respect of others	k. Power
f. Family welfare	l. Responsibility

__1. John was working for a company which was using government money for the company's needs and profit instead of research for the government. John quit the job. Which of the above values affected his decision to quit?

__2. Betty has an opportunity to take a job in a far-away location. She has waited several years for a chance at this job. However her mother is ill and has become very dependent upon Betty. Mother cannot be moved. Betty did not accept the new job.

__3. Tom was doing a job which he liked very much. However his oldest son (one of four children in the family) was ready to enter college and the expenses of supporting his family were going up. He was offered a position in which he would have to do a type of work he did not like but the salary was nearly double that of his present job. He took the new job.

__4. George was a very bright young man just out of high school. His father offered to pay all of his expenses for a four-year college education. However, George instead took a job at a local garage as a mechanic's helper in order to be able to buy a used motorcycle which his friend wishes to sell.

__5. Sally had a choice of jobs. She could go to work in a greeting card studio painting original ideas for card fronts or she could go to work as a copy artist, transferring old master's paintings to greeting card plates. She took the job in the studio department.

__6. Tess and Jim got married. Tess's father owned a large chain of supermarkets. He offered Jim a job as vice-president of the company. Jim, instead, opened his own grocery store in a distant city with some money he had saved himself.

__7. Bob was encouraged by some close friends to drop out of high school for the year and go with them to spend the winter on Florida beaches.

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Life Planning

Goal 3.1

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Goal 3.1

__8. Sally is a "candy striper" in a local home for aged people. She works after school and on Saturdays. She tried out for a large part in the high school play and won the audition. She wanted to do the part in the play very much but she would have to practice after school and several Saturdays to get the play ready. She turned the part down and did not appear in the play.

Key:

1.	g	5.	i
2.	f	6.	b
3.	c	7.	h
4.	j	8.	h

Goal 3.1

24. Distribute copies of the following statements. Have students and their parents circle T or F to indicate their responses.

T F 1. <u>The occupation you choose may determine your contribution to society</u>. Occupations are not only important to individuals; they are equally important to society. Unless workers do their work well, improve their skills and technical knowledge and pass these on to future generations, little social and economic progress can be made.

T F 2. <u>The occupation you choose may determine your standard of living</u>. Although income is not the only factor to consider when choosing a career, it is one that should receive due consideration. Some occupations require years of training before job entry. Others require less training but may not be as rewarding financially. A person making an occupational decision should remember this.

T F 3. <u>The occupation you choose may determine your friends and associates</u>. You will probably become friends with those with whom you work. It is natural for people with similar interests to associate with one another.

T F 4. <u>The occupation you choose will determine your working conditions, which may influence your likes and dislikes of work</u>. "One's job is the watershed down which the rest of one's life tends to flow." This statement stresses the importance of choosing an occupation that is well-suited to your interests and capabilities. Occasionally people seek a job primarily for the amount of money involved and are unhappy in their work. If they enjoy their work, the opportunities for advancement and success are generally much greater.

T F 5. The occupation you choose may determine your place of residence. You will probably live in an area which is close to your work. You should remember that your choice of career, and hence your level of income, may influence your place of residence. Some people prefer certain sections of the country, giving this a primary consideration when making a career choice.

T F 6. The occupation you choose may determine the amount of leisure time available to you. Occupations differ in the amount of leisure time available. Most companies have a rather uniform policy concerning vacations. If you are self-employed, as are independent store owners, you may set your own hours.

T F 7. The occupation you choose may determine your health and happiness. The type of work you do will have a direct bearing on your health. Some occupations require more physical activity than others, while some occupations may tend to be hazardous. Such factors should be considered when making an occupational choice.

T F 8. The occupation you choose may determine your security during retirement. It is wise to choose an occupation that is rewarding and satisfying and provides financial security during retirement.

When the students return with their completed "tests" explain that all the statements are true.

Encourage discussion of any with which students and their parents disagreed.

25. Pretend that you are looking for the perfect job. If you could have your choice of any of the working conditions listed below, which ones would you choose? Put a circle around your choice.

An indoor job	An outdoor job
A daytime job	A nighttime job
A job where the work is interesting but you don't make much money	A job where the work is dull, but you make a lot of money.
A part-time job	A full-time job
A job where you work alone	A job where you work with lots of people.

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Life Planning

Goal 3.1

Goal 3.1

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Goal 3.1

A job where you wear old clothes	A job where you wear good clothes
A job in the city	A job in the country
A job where you have a boss	A job where you are your own boss
A job where you work hard and make lots of money	A job where you can take it easy and not make a lot of money
A job where you can sit while working	A job where you can move around while you're working

26. Present and explain vocabulary words of decision making. Say something like: "When we have to make a decision, we have alternatives to choose from. Each alternative has at least one consequence. A consequence is what might happen after we act on a certain alternative. Some of these consequences have risks. A risk is a chance we take because we cannot know ahead of time exactly what will happen. We all take risks when we make decisions and must be ready to accept the consequences of those decisions we make."

Have the students jot down on a scrap paper decisions which they will have to make during the coming weeks. Put these into a "hat." Draw one out and write it on the board.

Have the students brainstorm to generate a list of alternatives for the decision. (You record these on the chalkboard under the decision that must be made.)

Underline one of the alternatives. Write it off to the side. Again ask students to help you list consequences (or what might happen if this alternative is selected for acting upon).

Now underline one of the consequences. Write it on the board. Ask students to help you generate a list of risks involved in each consequence.

> risk: The possibility of suffering harm, loss or danger.

Then go through the risks one at a time. Ask: (1) those who would take it to raise their hands, (2) those who would not take the risk to raise hands and (3) those who might take it to raise hands.

Distribute copies of the handout below. Have students think of one decision they will make. Have them work it through using the form.

NAME:
A. What I must decide:
B. An Alternative:
C. One consequence of that alternative:

Risks:	I will take the risk	I might take the risk	I won't take the risk
1.			
2.			
3.			
4.			
5.			

Then have each student make an "I learned . . ." statement.

Goal 3.2

27. Ask the children to select, during the week two of their work papers--one they feel good about and one they do not. Ask individuals to discuss both papers, telling reasons for choosing them. Encourage them to tell what they might do to improve the paper about which they did not feel good. They can do this sharing in small groups so all can talk.

Goal 3.2

28. Have each student list ten goals (things he or she would like to do). Have them categorize their goals by writing them under the appropriate headings on paper they prepare thus:

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Life Planning

Goal 3.1

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Life Planning

Goal 3.2

GOALS	
Short-range goals	Long-range goals

29. This check list can be used by students to set personal goals

SELF-IMPROVEMENT CHECK LIST

Check the ones to which you can say "yes."

___1. My hair is clean and shining all the time.
___I keep it neat and cut regularly.
___I shampoo it at least once a week.
___I keep my comb and brush clean.
___2. My skin is clear and clean.
___I wash my face at least twice a day.
___3. My eyes are clear and bright.
___I get plenty of sleep and fresh air.
___4. My teeth are strong and white.
___I brush them after I eat.
___5. My weight is right for me.
___I get exercise every day.
___I eat a proper diet.
___6. My hands, feet, and nails are clean.
___7. I am always fresh.
___I take a bath every day.
___I shave every day.
___I use a deodorant
___8. My clothes fit well.
___They are clean, ironed, and mended.
___My shoes are polished regularly.
___9. My voice is clear.
___I can talk to other people.
___I can listen, too.
__10. I have many interests.
__11. I smile a lot to help make everyone happier.
__12. I am cheerful and have a good sense of humor.
___I can laugh at myself and with others.
__13. I have good manners.
___I think of other people, not myself.
__14. I get along with people of all ages.
__15. I act like a responsible person. My manners are good.

30. Help students clarify their perception of "success" to help them meet exigencies of living in a changing world. Here is a handout.

WHAT IS SUCCESSFUL LIVING?

Place check marks on the appropriate lines.

____1. Is it making money?

____2. Is it having a good time?

____3. Is it living a self-centered life?

____4. Is it not having to work?

____5. Is it having someone to love you?

____6. Is it having work to do?

____7. Is it being needed and serving others?

____8. Is it having all the clothes you wish?

____9. Is it having your own car?

___10. Is it having a beautiful home?

___11. Is it doing what needs to be done, not for reward but for the joy of doing it?

___12. Is it taking pride in making the clothes you have look as well as possible?

___13. Is it making the living quarters you have look as attractive as possible?

___14. Is it being content with the mode of transportation you can afford?

___15. Is it being a good husband or wife?

___16. Is it being a good mother or father?

Arrange the students in small groups to share and explain the items which they checked.

31. Have each student draw a large square. Inside the square have them write words that tell what they would do if they could do anything at all with no worry about money, space or time.

Notes

Life Planning

Goal 3.3

Goal 3.4

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L
Life Planning

Goal 3.4

Outside the box they should write words that tell what is keeping them from doing the things which they wrote inside the box. Then have them work in pairs to cross out all the words outside the box which they could take action to eliminate.

IV. Academic and Vocational Skills

32. Give to each student a copy of this handout.

PEER EVALUATION

I am interested in learning more about how I work in a group. Would you please help me rate my behavior in this group?

Name_____

1. Behavior observed frequently
2. Behavior observed sometimes
3. Behavior observed rarely

	1	2	3
1. Honest with other members			
2. Contributes to the group			
3. Expresses self clearly			
4. Summarizes what is happening			
5. Yields to group pressure, conforms			
6. Provides helpful feedback to group members			
7. Listens with understanding to what others say			
8. Takes lead in selecting topics			
9. Shows interest in people and their ideas			
10. Knows when to talk and when to listen			
11. Helps others feel at ease			
12. Helps group to stay on subject			
13. Shows that he/she likes us			
14. Tends to wander off the topic			
15. Annoys others			
16. Sets himself or herself apart from the group			
17. Runs away when faced with a problem			

Notes

Academic and Vocational Skills

Goal 4.1

Notes

Academic and Vocational Skills

18. Shows evidence of being well-informed regarding the tasks

19. Contributes ideas that move the group toward its goal

20. Applies knowledge to the solution of problems

Have the student find someone to evaluate his or her group work at the end of a week. Plan it so that several class sessions do involve group work.

Have the students retain their own evaluations in their personal folders.

Repeat the activity at several later dates. Let the students compare the final results of several different evaluations made by several different peers.

Goal 4.3

33. Invite the counselor to make a presentation of school course offerings and extra-curricular activities. This person can point out the U.S.O.E. clusters into which each course fits.

Goal 4.3

34. Prepare a large chart thus:

GROUPS OF OCCUPATIONS			
Service Group	Business Group	Science Group	Communication Group

Have the students suggest occupations under each of the four headings.

Explain that there are several thousand occupations. The United States Office of Education has identified 15 clusters into which can be grouped all of these occupations. They are named:

1. Consumer and homemaking
2. Public services
3. Personal services
4. Hospitality and recreation
5. Business and office
6. Manufacturing
7. Marketing and distributing
8. Transportation
9. Construction
10. Health
11. Environmental control

12. Agri-business and natural resources
13. Marine science
14. Communication
15. Fine arts and humanities

Ask the students to help you place the cluster names under the appropriate headings. They should look like this:

Service Group
Consumer and homemaking
Public services
Personal services
Hospitality and recreation

Business Group
Business and office
Manufacturing
Marketing and distribution
Transportation
Construction

Science Group
Health
Environmental control
Agri-business and natural resources
Marine science

Communication Group
Communication and media
Fine arts and humanities

Every day for two weeks distribute copies of 1 or 2 of the occupational clusters which follow. Have students fill in the empty circles with examples of other occupational titles in that cluster. Have them put a (✓) on each cluster title or job title that interests them.

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Academic and Vocational Skills

Goal 4.3

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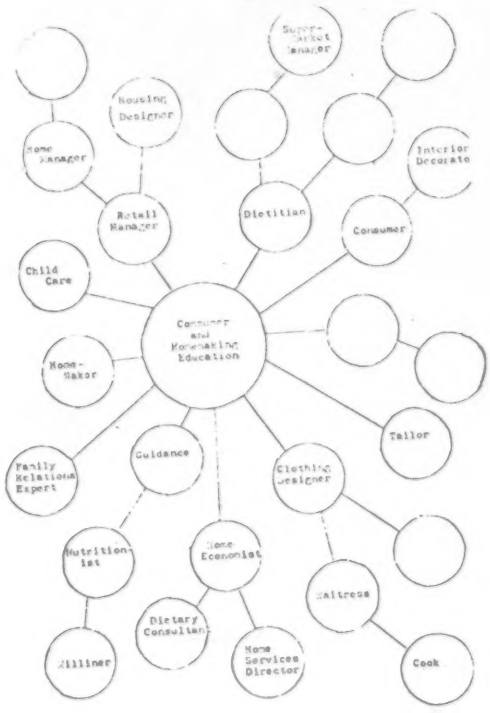

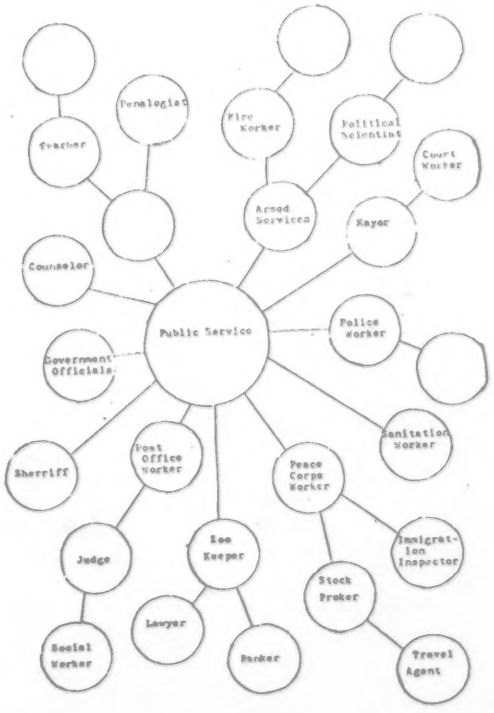

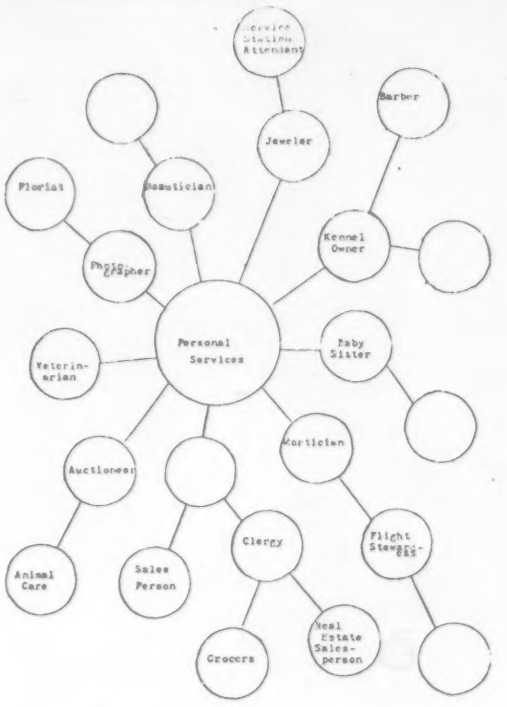

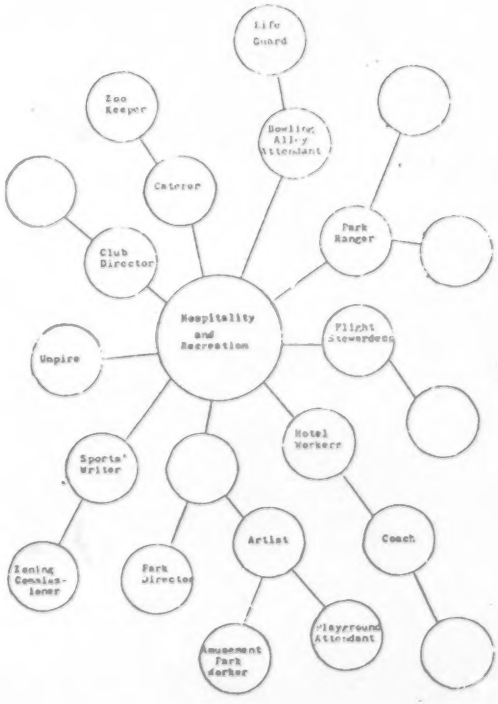

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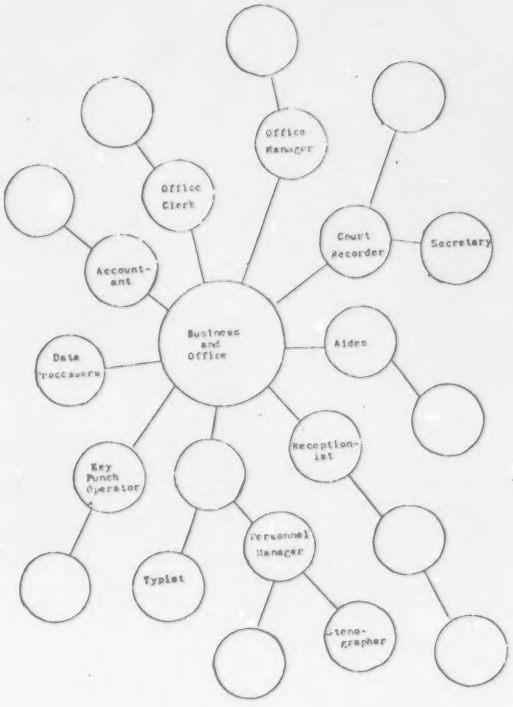

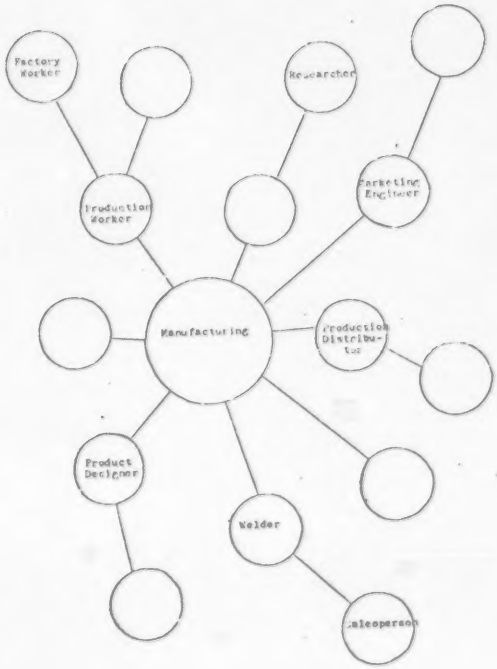

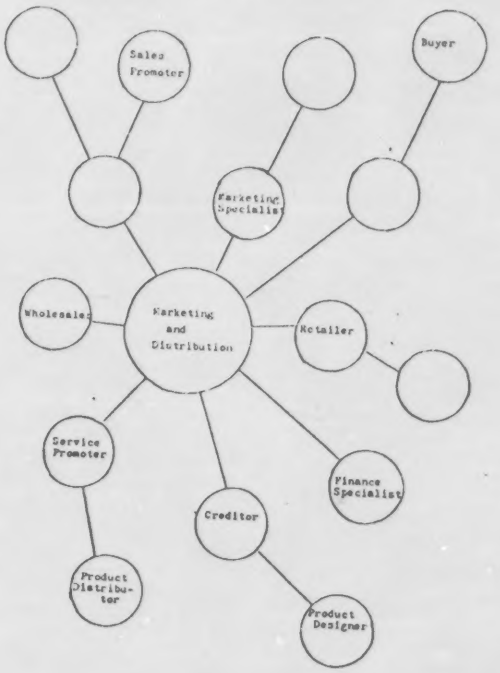

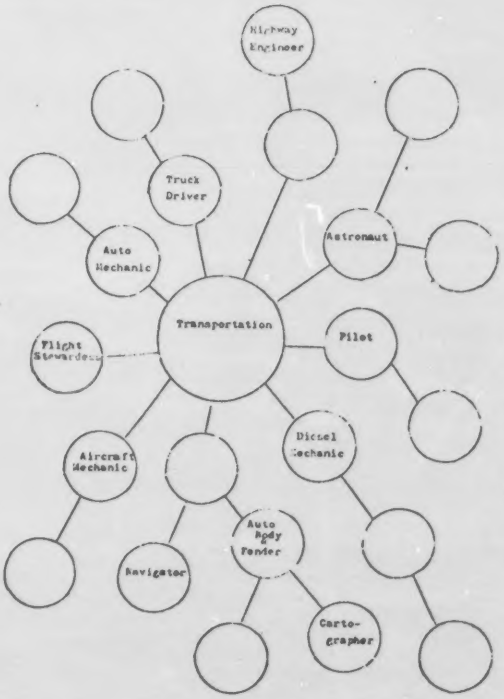

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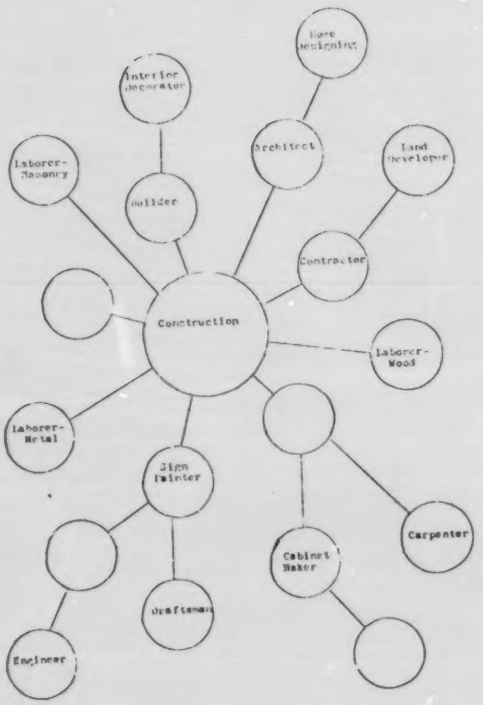

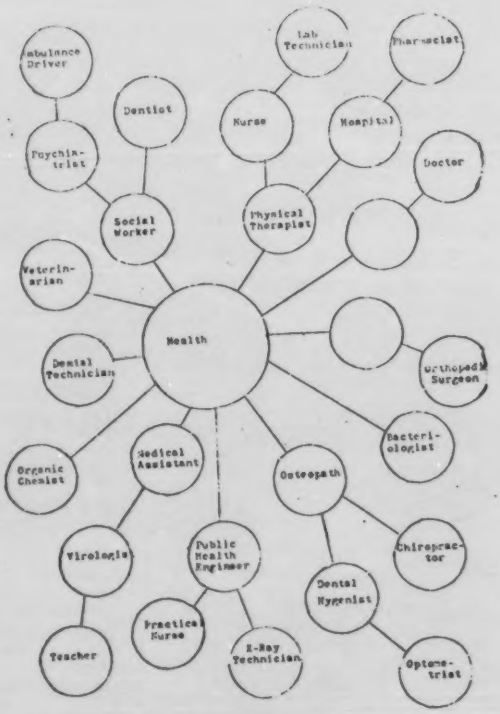

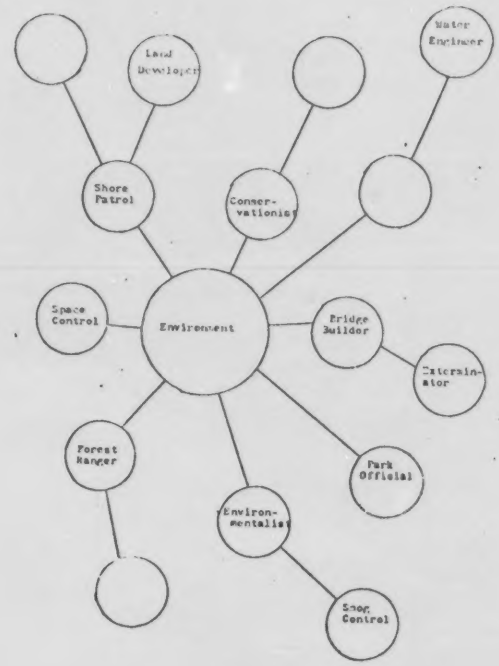

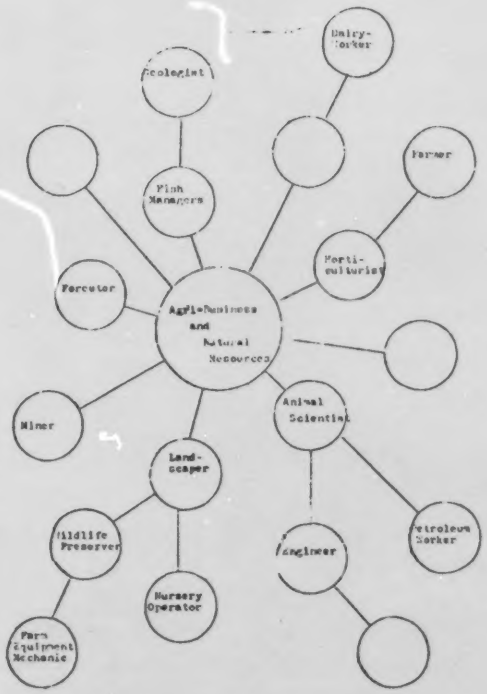

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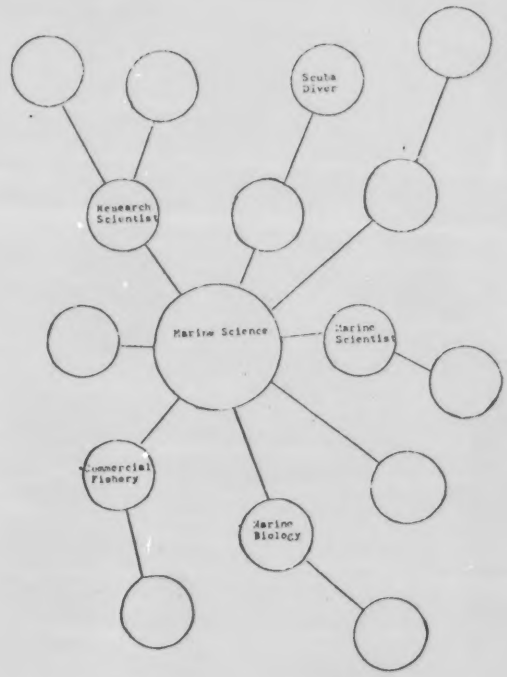

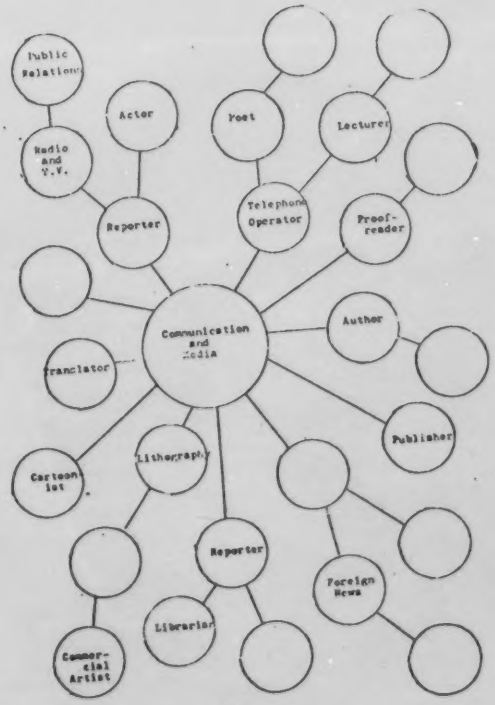

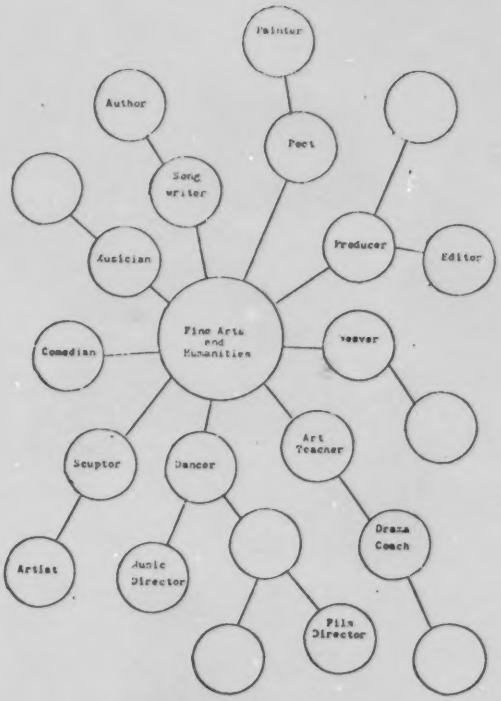

35. Listed below are characteristics commonly desired by employers. In the blank rate yourself using numbers (1) excellent, (2) good, (3) fair, (4) poor and (5) very poor, as they would relate to the job you do in school:

_____works accurately

_____does neat work

_____sees the job through (does not quit because it gets difficult)

_____always proceeds in an orderly manner

_____cooperates with others

_____keeps busy

_____proper conduct

Notes

Academic and Vocational Skills

Goal 4.3

Goal 4.4

Notes

Academic and Vocational Skills

Goal 4.4

_____gets along well with others

_____accepts criticism without becoming upset

_____cares for equipment (books, desks and so on)

_____uses equipment properly

_____economical use of materials (doesn't waste things)

_____follows orders and instructions

_____acts promptly

_____uses efficient working methods

_____uses safety and health precautions

_____practices cleanliness and grooming

Which of the above do you think is the very most important? Explain.

List the next four in their order of importance, writing a sentence to explain why you think each of them is important.

Goal 4.4

36. When you go to apply for a job, most companies ask for references. "References" are people the company will call to find out whether you would be good at a certain job. The company will ask about your good qualities and especially about your reliability.

A good person to give as a reference is your priest, minister, rabbi or someone who is well known in your neighborhood. You will also want to mention a teacher who knows you well or your school principal. If you have had jobs before, your bosses on those jobs might give you references.

Most companies ask for at least one reference. Many ask for three. You should be prepared. Get the names, addresses and telephone numbers of your references.

Remember: Before you give a person's name for a reference, be sure to ask him or her if he or she will give you a recommendation.

YOUR REFERENCES

1. Name_____
   Address_____
   Telephone number_____
   Occupation_____

How long has this person known you?_____
In what capacity has this person known you?____
_____
Is this person related to you in any way?_____
(If yes, state relationship)_____
_____

2. Name_____
Address_____
Telephone Number_____
Occupation_____
How long has this person known you?_____
In what capacity has this person known you?____
_____
Is this person related to you in any way?_____
(If yes, state relationship)_____
_____

3. Name_____
Address_____
Telephone Number_____
Occupation_____
How long has this person known you?_____
In what capacity has this person known you?____
_____
Is this person related to you in any way?_____
_____

37. This will be immediately helpful to students applying for seasonal or part-time work.

YOUR JOB PROFILE

NAME_____

ADDRESS_____

SOCIAL SECURITY NUMBER_____

PRESENT GRADE IN SCHOOL_____

GRADE YOU EXPECT TO REACH_____

INTEREST AREAS (Circle one or more):

outdoor work	scientific	mechanical
clerical	literary	artistic
persuasive	social service	
other_____		

SPECIAL SKILLS (Circle one or more):

typing	mechanics	music
shorthand	driving	bookkeeping

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Academic and Vocational Skills

Goal 4.4

Goal 4.4

Notes

Academic and Vocational Skills

Goal 4.4

foreign language mechanical drawing

athletics other_____

JOB INTERESTS:_____

_____

SCHOOLING NEEDED (Circle highest school needed):

elementary junior high school high school

trade or vocational school junior college college

OTHER TRAINING NEEDED:_____

_____

BEGINNING SALARY DESIRED: $_____

HOPE TO MAKE: $_____

OCCUPATIONAL GOALS:_____

_____

_____

Goal 4.4

38. Use this as a kind of "test" to open discussion of the six items on this page. When completed you may want to have volunteers role play each of the responses for each item. (It could be hilarious!)

APPLYING FOR A JOB

1. You are dressed:

   a. ___fit to kill.
   b. ___the way you have seen clerks dressed in the store.
   c. ___in your casual Saturday clothes.

2. When you get to Halperin's Store, you:

   a. ___do some shopping and get your arms full of packages.
   b. ___wander around the store looking for the Personnel Department.
   c. ___ask a clerk where the Personnel Department is, and go there.

3. When you get to the Personnel Department, you see there are several people there ahead of you. You:

a. ___"chicken out" and go home, deciding you can't wait forever.
b. ___go in and sit down in an empty chair.
c. ___tell the person at the desk why you are there, and ask for an application form.

4. When the interviewer tells you you will have to take a test to show if you are right for the job, you:

a. ___say, "I don't like tests. I won't take it."
b. ___decide this is part of getting the job, and say "Yes, I'll be glad to take it."
c. ___burst into tears and run out of the office.

5. After you have finished the tests, you are asked to wait again. You:

a. ___figure you flunked it anyway, so you "cut out."
b. ___stroll out in the hall where they'll have to come looking for you.
c. ___sit down quietly until you are called.

6. After you have found out you passed the test, you:

a. ___grab the interviewer's hand and say, "Thanks, when do I start?"
b. ___tell the interviewer you can't start work for a month.
c. ___find out what she wants you to do next.

39. Have the students work in pairs to prepare simulated job interviews. One will role play the interviewer; the other the prospective employee.

SAMPLE OF A SIMULATED JOB INTERVIEW

INTERVIEWER_____

PROSPECTIVE EMPLOYEE_____

This sheet is suggested for use by the interviewer.

I. Introduction
   A. Voice
      1. Be friendly, yet businesslike all the time.
      2. Try to put the other person at ease.
      3. Be enthusiastic.

   B. Introduce yourself and obtain the other person's name.
      1. Call the person Miss, Mrs., Mr. or Ms.
      2. Ask the other person to have a seat and be seated yourself.

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Academic and Vocational Skills

Goal 4.4

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Academic and Vocational Skills

II. Information gathering session
A. Continue to put the other person at ease.
B. Obtain the following information:

1. Name_____
2. Current Address_____
3. Phone Number_____
4. Age_____
5. Level of Education_____
6. Job Experience_____
_____
_____
7. Describe duties of previous jobs. Did the person have problems? Get along with superiors? Why did he or she quit?
8. What particular types of jobs is the person now interested in?

III. Ending the Interview

1. Thank the person for his or her time.
2. Tell him or her you will place the application in your file and will consider him or her should a vacancy occur.

You may want to distribute copies of PREPARING FOR A JOB INTERVIEW AND HINTS FOR AN INTERVIEW (below).

PREPARING FOR A JOB INTERVIEW

The following list contains some suggestions that will be helpful in preparing for a successful interview.

1. Know what is done by the employer, what he manufactures, who buys his products and how, in general, they are made or what service he performs.
2. Decide why you desire employment with this particular employer.
3. Know the names of the executives, particularly the one you are going to see.
4. Summarize your qualifications and be able to state them concisely and intelligently. Include part-time, extracurricular and volunteer experiences.
5. Be poised at all times.

6. While waiting in the outer office, watch what goes on around you. Read company literature.

7. Be sure you have the following things with you:
   --pen, pencil and note pad
   --Social Security card
   --personal data record or job resumé
   --a letter of introduction or reference from someone known to employer
   --samples of your work (if applicable)
   --military service record (if applicable)
   --birth certificate
   --working permit (if applicable)

8. Plan to go alone.

9. Plan to arrive about five minutes early. Telephone if you are detained.

10. General appearance suggestions:
    --clean hands and nails
    --conservative attire
    --reserved hair styling
    --shined and well-cared-for shoes
    --neatness and cleanliness cannot be overemphasized

HINTS FOR AN INTERVIEW

1. Be patient while waiting for an interview.

2. Smile and give your name distinctly when greeting the interviewer.

3. Use a firm handshake.

4. Address interviewer by his or her name.

5. Hang up coat when invited.

6. Smoke only with approval.

7. Be seated when invited.

8. Let the interviewer take the initiative.

9. Look directly at the interviewer when speaking.

10. Verbalize to the best of your ability, avoiding slang expressions.

11. Avoid being critical.

12. Be factual when answering questions.

13. Convey genuine interest and enthusiasm.

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Academic and Vocational Skills

Goal 4.4

NOTES

Academic and Vocational Skills

14. Avoid discussing personal problems unless applicable to job.

15. Be prepared to relate qualifications and previous experiences.

16. Ask about duties you would be expected to perform, working hours and fringe benefits.

17. If asked, state salary desired. If salary offered is unacceptable, do not mislead the interviewer. Either you are interested or not.

18. If asked, indicate preference as to job desired. Avoid saying "I'll take anything."

19. Inquire about starting salary, raises and maximum salary allowed.

20. Send additional information promptly, upon request.

21. Suggest when and where you might be contacted, if necessary.

22. Leave promptly when interview is terminated.

23. Express appreciation for the interview.

Allow each pair to present its role play to the class. For each role play have four or five different volunteers.

Use the checklist (below) to evaluate the prospective employee.

CHECKLIST FOR EVALUATING PROSPECTIVE EMPLOYEE

Each "prospective employee" will be rated in his or her ability to meet each of the criteria listed below. These items are made up of what are regarded as the successful components of a job interview.

__A. The prospective employee has brought a pen, pencil and paper or notebook.

__B. The prospective employee knows something about the company and has reasons for wanting to work there.

__C. He or she has arrived on time, not too early and not late.

__D. The interviewee seemed alert, at ease, friendly yet businesslike.

__E. He or she has no annoying mannerisms such as gum chewing, distracting gestures and so on.

__F. The interviewee was dressed appropriately.

__G. The interviewee was able to give thoughtful replies and comments.

__H. Good English was used throughout the interview.

__I. The prospective employee seemed to have a positive attitude during the interview.

4 = Superior
3 = Very Good
2 = Average
1 = Needs Improvement
0 = Definitely Unsatisfactory

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Academic and Vocational Skills

40. This handout can be used to focus on the consequences of each of three alternatives for each item.

Goal 4.4

YOUR FIRST JOB

Check the things you think a good worker would do in the following situations. What kind of worker will you be?

1. When George O. gets up in the morning to go to work, he discovers his wife is sick--so sick she needs a doctor. George calls the doctor, then he:

___a. calls the office as soon as it opens to tell them what has happened, and promises to let his boss know how soon he can come to work.
___b. waits to call the office until the doctor has gone.
___c. doesn't call in at all, planning to tell them about it when he can get back in to work.

2. Sally L. is a long-distance telephone operator. She has asked for time off to visit friends in another town over the Thanksgiving weekend. An emergency comes up, and the company tells her she will have to work on Thanksgiving Day after all. She can take a long weekend later, when the emergency is over. Sally:

___a. takes the time off, and pretends she was sick.
___b. calls her friends and changes the date.
___c. gets mad and quits.

3. Mack P. likes his job as a trainee in the factory, but there is one older worker there who really bugs him. The older man keeps telling Mack he is a kid, does sloppy work, doesn't know his job and so on. The other workers tell Mack that the last

Notes

Academic and Vocational Skills

trainee quit because the older man was so hard on him. Mack decides:

___a. to quit too.
___b. to tell the older man off and take a sock at him.
___c. to ignore it and keep doing the best job he can.

4. Mary N. is a secretary in an office. One day a fellow she is interested in asks her for a date on Friday night. The date will start after work, so Mary won't have a chance to go home and change. Mary:

___a. wears a party dress and make-up to work.
___b. wears a simple sheath dress to work, but brings along party shoes, fancy jewelry and make-up she can put on at 5:30.
___c. stays home all day to get ready for her date.

Goal 4.4

41. The following self-rating sheet names habits and attitudes which employers like. The questions under each heading illustrate what is meant.

"Habits and attitudes which make one a well-liked person"

ADAPTABILITY	Yes	Usually	No
1. Do you refrain from grumbling about things which you cannot change?			
2. Do you feel at ease with people your own age?			
3. Do you feel at ease with older people?			
4. Do you try not to be jealous when your friends have better things than you?			
COURTESY			
1. Do you refrain from doing things which disturb others?			
2. Are you a good listener when others are talking?			
3. Do you remember to thank people for favors and courtesies?			
4. Do you avoid interrupting people who are talking without asking their pardon?			
5. Do you observe little customs, such as (1) knocking on the door before entering a room, (2) asking to borrow books, etc., before taking possession?			
6. Do you refrain from talking and laughing loudly?			

DEPENDABILITY	Yes	Usually	No
1. Do you keep your promises?			
2. Do you perform your duties without being reminded?			
3. Do you avoid playing and visiting when you should be attending to duties?			
4. Do you put things back in their proper places when you use them.			
5. Do you keep your school work up to date?			
6. Do you return borrowed articles?			
PUNCTUALITY			
1. Are you ready for meals at appointed times?			
2. Do you hand in your school work when it is due?			
3. When you borrow things do you return them promptly?			
COOPERATION			
1. When you are appointed on a committee and accept the duty, do you complete the work assigned?			
2. Do you offer to do more than is required of you at school and home?			
3. Do you leave your part of the room clean?			
4. Do you observe home and school regulations to the best of your ability?			
5. Do you follow and try to carry out given instructions?			
TACT			
1. Are you able to lead a group without causing hard feelings?			
2. Can you work harmoniously with people you do not like?			
3. Do you avoid showing sentiment when minor remarks are made about you?			

You may want to point out that these same attitudes and habits are important in friendships also.

Notes

Introduction
English Activities
Fine Arts Activities
Foreign Language Activities
Guidance Activities
Health and Physical Education Activities
Mathematics Activities
Practical Arts Activities
Science Activities
Social Studies Activities
Appendicies

HEALTH AND PHYSICAL EDUCATION ACTIVITIES

I. Self Knowledge

1. As you distribute these self evaluation forms read through the items. Ask volunteers to explain how each item relates to the ability to get along with people and to develop friends.

SELF EVALUATION FORM

NAME _____ GRADE _____

Directions: Some students are good at certain things. Other students are better at doing other types of things. Here is a list of different kinds of things that students do. Read each one and then decide how you would describe yourself.

	Very Much Like me	Little like me	Not Like me
1. Gets along well with boys			
2. Gets along well with girls			
3. Gets along well with teachers			
4. Gets school work in on time			
5. Is funny or comical			
6. Enjoys individual projects			
7. Remembers what's learned			
8. Controls temper			
9. Is willing to help others			
10. Confident, sure of self			
11. Enjoys art work			
12. Is neat and clean in appearance			
13. Is able to take orders from teachers			
14. Is able to concentrate			
15. Is courteous, has good manners			
16. Gets a lot of fun out of life			

Notes

Self Knowledge

Goal 1.1

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Self Knowledge

	Very much like me	Little like me	Not like me
17. Enjoys arithmetic work			
18. Is a leader			
19. Is not too skinny, not too fat			
20. Studies hard, does not waste time			
21. Is willing for others to have their way sometimes			
22. Does not expect everything he or she does to be perfect			
23. Is good at physical education			
24. Has new, original ideas			
25. Is not too tall, not too short			
26. Is able to talk to teachers easily			
27. Goes ahead with school work on his or her own			
28. Makes other people feel at ease			
29. Has lots of pep and energy			
30. Enjoys doing social studies projects			

Goal 1.1

2. Invite a local cosmetologist to demonstrate ways to help people achieve an attractive appearance.

Goal 1.1

3. Invite the school speech clinician to talk to the students about such things as:
   a. speaking skill and courtesy.
   b. making the voice more pleasant.
   c. limiting distracting mannerisms.
   d. stuttering, lisping and sound substitution.
   e. abuse of vocal chords.
   f. diseases and abnormalities of the vocal cords.
   g. effects of smoking on the voice.
   h. cancer of the larynx.

4. Have the students work in groups to prepare satirical plays depicting undesirable behavior at sports events. You can assign a different kind of sports event to each group.	Notes Self Knowledge Goal 1.1
5. Have students research physical changes which usually occur at their age. Have them list all these on pieces of paper. Have them circle those which they might have thought unnatural. Then ask them to imagine that they could be changed into perfect human beings. Have them list the physical characteristics they would have. Ask, "What is the first thing you feel you would need to change to make you perfect?" Ask them to think of the worst possible physical changes which might happen to them. Ask them to describe ways in which these physical changes "for the worst" might affect their personalities. (This should be interesting. You could say that people have undergone extreme physical changes resulting from illness and accidents. These people need lots of courage to overcome them. They also have to readjust their self-images.)	Goal 1.2
6. Have the students prepare their own first-aid kits with supplies they have brought from home. Have a nurse demonstrate first-aid techniques. Let each student practice and master every procedure.	Goal 1.4

Notes

Life Roles, Settings

Goal 2.1

II. Life Roles, Settings and Events

7. Have the students prepare a "directory" of all agencies businesses and institutions that work to promote better health in the community. They can locate these in the telephone book, courthouse, welfare office and so on. After the list is complete have each student select one for an in-depth report. Have them find out such things as:

   --sources of funding
   --area and people serviced
   --services offered
   --how services are paid for
   --name and location

   Put these reports together in a booklet titled, PROMOTING AND PROTECTING PUBLIC HEALTH.

Goal 2.1

8. Have the students prepare a bulletin board of health-related newspaper articles which they have collected for a month.

Goal 2.3

9. Have the students work in small groups. Each group will have a piece of chart paper prepared thus:

RECREATION					
Physical	Intellectual	Solitary	Social	Creative	Spectator

   Have the students list many examples under each category. Have a recorder write down the examples on the chart paper. Have a volunteer from each group read its chart aloud so the students can compare.

Goal 2.3

10. Have the students bring many colored pictures of all kinds of sports activities. Have them paste these on a sheet of poster paper so you have a collage for the classroom environment.

    Have the students name their favorite sports and make scrapbooks of anything related to the sports. (This should help heighten interest and awareness.)

Goal 2.3

11. Have the students prepare a list of service organizations and clubs in the community. Assign groups of students to prepare presentations of information they have gathered from the organizations. Have them learn about each group:

    --history.
    --goals and objectives.
    --membership.
    --services which help alleviate social problems.

12.	Invite retired senior citizens to tell students about some of their lifelong personal maintenance activities and illness prevention strategies. Ask them to tell whether or not these paid off.	Notes Life Roles, Settings and Events Goal 2.3
13.	Get together with several other teachers and have your students sponsor a day-long leisure activity show in the gym. Send out a survey sheet. Invite all the adults who can come to set up a table and display or demonstrate crafts, sports and any other use of leisure time. (Don't forget to include a booth or two for volunteers. A sign for that booth could read PAUL REVERE WAS A VOLUNTEER!) Try for a wide range of leisure time activities. Invite the contributors to appear with their displays so they can answer questions Your students can advertise this by posters something like this: IS THERE LIFE AFTER HIGH SCHOOL or WHAT ADULTS DO IN SPARE TIME or HOBBIES, PASTIMES AND LEISURE Before taking students to see the displays, tell them what they will do on return. They will write down six new leisure activities they have just seen. They will then put these in rank order from most interesting to least interesting. Have each student explain the two ranked most interesting on his or her list. You could also distribute copies of a list of all the leisure time activities represented and have the students circle the 10 most interesting.	Goal 2.3
14.	Help the students gather information about part-time jobs that are available when they turn 16. Focus on the U.S.O.E. cluster of <u>Hospitality and Recreation</u>. Have the students use the telephone book's yellow pages to prepare a list of businesses and agencies related to this cluster. These might be: --theatres --sports complexes --country clubs --sporting goods stores --restaurants --resorts --hotels --taxi companies --camps --catering services --bowling alleys --travel agencies After a list has been prepared, divide the businesses and agencies equally among the students. Assign them the task of telephoning in their spare time to learn: a. if the business or agency hires 16-year-olds for part-time jobs.	Goal 2.4

Notes

b. if so, what are the titles of the jobs?

Then have each student put his or her information on a large piece of poster paper something like this:

PART-TIME JOBS IN HOSPITALITY AND RECREATION

McDonald's
12091 Beefeater Rd.
1. Cooks-all kinds
2. Clerks
3. Janitor

Terre DuLac Golf Course
1492 Columbus Drive
1. Cook
2. Waitress
3. Caddy
4. Greenskeeper
4. Janitor
5. Pro shop clerk
6. Locker room attendant

Camp Swampy
Rural Route 12, Box 13
Mosquito Ridge, Missouri
1. Cook
2. Counselor
3. Lifeguard
4. Tennis instructor
5. Craft leader

Rialto Theatre
132 West Broadway
1. Concession worker
2. Ticket seller
3. Ticket taker
4. Janitor

When the survey is complete, have the students select ten part-time jobs in work settings that interest them. Have them sit in small groups to read their lists of ten jobs to one another. Have them choose the one most interesting and tell why.

Goal 2.4

15. Have the students work in small groups. Each group needs a piece of poster paper prepared thus:

PHYSICAL EFFORT			
Sitting	Sitting and Walking	Standing and Walking	Walking and lifting or holding things

Have the students think of jobs. Ask them to imagine the kind of physical effort used most in each job. Have them list the jobs they think of under the most appropriate heading. They might be more motivated if you have them use part-time jobs such as those they listed in the previous activity.)

III. Life Planning

16. Invite a lawyer or police officer to explain legal problems related to alcohol and drugs. Perhaps they can describe specific cases they have seen, not by name, of course.

    Have each student keep a scrapbook for 30 days of clippings from local newspapers describing family and personal problems, legal difficulties, fines, and traffic accidents resulting from the use of alcohol and narcotics.

17. Use the health care consumer approach to motivate students to learn about the ten systems of the body. Explain that one doctor might say, "You need to have surgery to have something removed." Another doctor might have another opinion about how to treat your problem. The decision is up to the consumer,

18. Use a check list like the one that follows to help students formulate some personal improvement goals for the future.

SELF-IMPROVEMENT LIST

Check the ones to which you can say "yes."

____1. My hair is clean and shining all the time.
    ____I keep it neat and cut regularly.
    ____I shampoo it at least once a week.
    ____I keep my hair combed and brushed neatly.
____2. My skin is clear and clean.
    ____I wash my face at least twice a day.
____3. My eyes are clear and bright.
    ____I get plenty of sleep and fresh air.
____4. My teeth are strong and white.
    ____I brush them after I eat.
____5. My weight is right for me.
    ____I get exercise every day.
    ____I eat a proper diet.
____6. My hands, feet and nails are clean.
____7. I am always fresh.
    ____I take a bath every day.
    ____I shave every day.
    ____I use a deodorant.
____8. My clothes fit well.
    ____They are cleaned, ironed and mended.
    ____My shoes are polished regularly.
____9. My voice is clear.
    ____I can talk to other people.
    ____I can listen, too.
___10. I have many interests.
___11. I smile a lot to make everyone happier.
___12. I am cheerful and have a sense of humor.
___13. I have good manners.
    ____I think of other people, not myself.
___14. I get along with people of all ages.

Notes

Life Planning

Gaol 3.1

Goal 3.1

Goal 3.2

Notes	
Life Planning Goal 3.3	19. Introduce guidelines for brainstorming: a. Try for many ideas. b. Let the ideas be wild. c. Use the ideas of others. d. Don't judge the ideas. Divide the students into small groups. Have a volunteer in each group act as recorder. Have each group brainstorm a list of jobs that can be handled by persons who are in poor physical condition or who have a handicap. Allow 10 minutes. Then have each recorder read aloud his or her group's list.
Goal 3.4	20. After the basics of the four food groups have been presented, have students work in pairs to plan balanced meals for a day. Then have students bring empty containers and packaging to represent foods from all four groups. Then, using the empty packaging, have the students again plan balanced meals for a day. <u>This</u> time, they must use foods which do not contain artificial flavoring, artificial coloring or preservatives. They can check the lists of ingredients on the packaging to see whether food items qualify for <u>this</u> menu.

IV. Academic and Vocational Skills

Notes

21. Invite to class a resource person who sells sporting goods. Ask this person to describe the different procedures for selling equipment to schools. Have this person tell about purchasing and supplying equipment to schools and tell how price is determined.

Academic and Vocational Skills

Goal 4.2

Have the physical education department chairperson bring a list of all equipment ordered last year. Have the sales representative tell what his or her company's bid would be. Have the students compare this with the bid of the company from which the equipment was bought.

22. Reserve a bulletin board for student-brought news articles related to health care costs in the United States. Caption it HEALTH CARE DELIVERY. After two weeks or so explain to the students the need to be assertive and responsible when it comes to maintaining their own health. Health care costs are soaring. The best ways to protect oneself against financial calamity are to:

Goal 4.2

a. stay as well as possible. Watch your diet, exercise, smoking and drinking; and wear seat belts in the car.

b. purchase health insurance.

Invite an insurance representative to explain and define basic health insurance vocabulary that everyone needs to know.

23. Present this list to the students.

Goal 4.3

JOBS IN HEALTH

Anesthetist (Nurse)	Medical assistant
Anesthesiologist	Medical illustrator
Bacteriologist	Medical laboratory assistants and technicians
Biochemist	
Biomedical engineer	
Clinical psychologist	Medical record librarian
Dental assistant	Medical secretary
Dental hygienist	Medical social worker
Dental laboratory technician	Medical technologist
Dentist	Microbiologist
Dietition	Nursing aide
Health educator	Occupational therapist
Health information specialist	Operating room technician
Hospital administrator	Ophthalmologist
Hospital assistant	Optician
Industrial hygienist	Optical mechanic
Inhalation therapist	Optometrist
Laboratory assistant	Organic chemist
Licensed practical nurse	Osteopathic physician

Notes	
Academic and Vocational Skills	Pathologist Physician Physical therapist Podiatrist Prosthetist and Orthopedist Psychiatric Aide Psychiatric social worker Psychiatrist Psychologist Public health nurse Public health sanitarian Registered professional nurse Radiologic technologist Radiologist Rehabilitation counselor Sanitary engineer Social workers Speech and hearing clinician Speech and hearing therapist Surgeon Virologist Veterinarian Vocational rehabilitation counselor X-ray (Radiologic) technologist Have each student choose an occupation from the list and find out the amount of training required for it. Then have them code the list: H = high school V = vocational C = college P/G = professional or graduate school
Goal 4.3	24. Invite a dentist to demonstrate some "tools" and techniques. Ask him or her to explain the work and responsibilities of a dentist. Ask this person to talk about: --required training --education costs --salary range --his or her life style --special abilities and interests necessary to be a dentist
Goal 4.4	25. Have the students imagine they are really interested in a job in physical education. Have them each prepare a resumé listing such things as: --awards --private lessons --team participation --other related contributions they have made in the field of physical education

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MATHEMATICS ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Help the students practice computation skills by figuring telephone bills. Here is an example:

Goal 1.1

Flat rate $6.00

Long distance rates . . . . . .

Avilla to Joplin
--15¢ for 3 minutes
--17¢ for each additional minute

Avilla to Carthage
--10¢ for 3 minutes
-- 4¢ for each additional minute

Avilla to Springfield
--30¢ for 3 minutes
--30¢ for each additional minute

Johnny called from Avilla to Joplin and talked 5 minutes and from Avilla to Carthage for 10 minutes. Sally called from Avilla to Joplin and talked for 15 minutes and from Avilla to Springfield for 8 minutes. What is the difference in the two bills including their flat rates?

Here is another example:

Avilla to St. Louis
--75¢ for 3 minutes

Avilla to New York
--$1.25 for 3 minutes

If Sally called each place from Avilla and talked 3 minutes to each place, what would her bill be?

2. Here is an activity to help students learn to use properties of equality seemingly to pick numbers secretly thought of by friends.

Goal 1.1

> While the editor acknowledges the current trend in pronoun usage, this activity has been presented as written for the sake of simplicity.

Tell a friend that you can give his age (or any other whole number he might choose) if he will follow a few directions. Ask him to do the following silently, as you give him directions. When he gives his final result, you can tell him the number he chose. EXAMPLE: Age 13

Notes

Life Planning

Goal 3.2

You say . . .	You think (or write).	He thinks . .
multiply your age by 3	3a	13 x 3 = 39
add 10 to the results	3a + 10	39 + 10 = 49
subtract twice your age	3a + 10 - 2a = a + 10	13 x 2 = 26 49 -26 = 23
subtract 6	a + 10 - 6 = a + 4	23 - 6 = 17
tell me the answer	a + 4 = 17 13 + 4 = 17 a = 13	17
you are 13.		How did you guess?

Try this with your own age before you try it on anyone else. After a while you can vary the numbers and operations used.

Goal 1.2

3. Consult with your school counselor to order, administer and interpret interest inventories. Have this person help make a presentation for the whole class. Ask the students if the results correlate with their hobbies and enjoyment. If not, ask them why. Perhaps they need the opportunity to explore more interest areas. Ask them if their class schedules and course selections fit in with these assessed interests.

Goal 1.2

4. Have the students use string to measure different parts of their bodies. Have them begin first with height. Have them put their names on the strings and have them tape the strings on the board so the bottoms touch the floor. Have them arrange the strings from shortest to longest.

   Have them repeat, this time measuring their waists. Again they tape their names to the strings but hang them all even at the top. They should arrange these from largest to smallest.

Goal 1.4

5. Have the students ask adults at home what they use to help organize their lives. Have the students set up a display of organizing aids. Such things might include:

   --files
   --logs
   --journals
   --time tables
   --appointment books

--sales records
--personal records
--clocks
--notebooks
--lists
--calendars
--bulletin boards

Then have each student explain how his or her parent uses the organizing aid which was brought for display.

Notes

Self Knowledge

Notes	II. Life Roles, Settings and Events
Life Roles, Settings Goal 2.1	6. Present this activity as a problem to be solved. Explain that a survey needs to be done of parents in the junior high regarding their job choices. You want to learn about: a. their reasons for working. b. the rewards of the work. c. training needed for the work. d. availability of this kind of work. Tell them you need to have responses from 100 parents. This means you will have to be able to tally the responses. The parents can't write out answers. Ask the students to think of categories under each of the four headings above. Divide the class into small groups. Have them devise survey forms. Make an acetate transparency (use the Thermofax machine) of each form. Present all the forms on the overhead projector. Have the whole class vote to select one. Proceed with the survey and the tallying. (Each small group can tally some of the forms.) Then have them express the results in percentages. Have them write paragraphs describing the survey and the results. Explain that statisticians and data managers have to be good at written language skills so they can explain the information.
Goal 2.3	7. Display a classroom collection of books and prints by artists such as: --Mondrian --Klee --Klandinsky --Feininger --Matisse --Escher --Picasso --Braque --Ivan Gris --Gleizes Have the students use the compass, ruler, and protractor to make circles, arcs, shapes and designs of geometric art. Display these when completed.
Goal 2.3	8. Keeping score for bowling can be a complex situation. It will be of interest to students while providing a unique setting for practice in basic skills. You will need bowling score sheets and a ten-pin kind of game. Have the students determine the score for each frame of bowling, for a total game. Then have them find the average for three games and a handicap based on 80% of 200.

9. Using an ordinary deck of 52 cards, deal five cards to each student.

   Use the ace as 1, the jack as 11, the queen as 12 and the king as 13.

   Write a number between 1 and 500 on the board.

   Each student is to use all 5 of the cards in his or her hand along with any mathematical symbols to get to the number that you have written on the board.

   You may change the rules to make this game easier or harder. To make it easier, allow the students to use some or all of their 5 cards.

   To make it harder, choose larger numbers or add some cards that have larger numbers on them.

10. Present brainstorming guidelines:
    a. Try for many ideas.
    b. Let the ideas be wild.
    c. Do not judge the ideas.
    d. Use the ideas of others.

    Divide the students into groups. Set a time limit for the brainstorming. Appoint a volunteer in each group to act as recorder for the group.

    Explain that the task is to brainstorm a list of occupations in which any of the following is used (choose one for each group or one for all groups):
    --adding machine
    --calculator
    --tape measure
    --scale
    --speedometer

    Then have each recorder read his or her group's list aloud.

Notes

Life Roles, Settings and Events

Goal 2.4

Notes	III. Life Planning
Life Planning Goal 3.1	11. Many of your math activities represent the process of gathering facts and following a definite reasoning pattern to a conclusion. It is also true in decision-making if we treat our values and ourselves as something which will yield information. A decision-making model might include the following steps: a. generating alternatives b. gathering information c. looking at possible consequences of each alternative d. looking at the risks involved with the possible consequences e. valuing (applying my values) Have the students use stairsteps or circles to design decision-making models or posters.
Goal 3.1	12. Help students gather and organize information about their daily work. Introduce the skills of making line and bar graphs. Let them graph their daily scores for a month so they can get "profiles" on their math work.
Goal 3.2	13. Here is a general vocational aptitude instrument to help students in their planning. Part I: Rank from highest to lowest your opinion of the general vocational aptitudes which you have. Put a "1" in front of the aptitude which you think is your highest. Put a "2" in front of the aptitude which you think is your second highest. Continue until you have ranked all the aptitudes. ____1. Verbal ability (ability to use words and ideas expressed in words) ____2. Numerical ability (ability to use numbers and ideas expressed in quantities) ____3. Visual perception (ability to see details in two or three dimensions) ____4. Physical coordination or dexterity (ability to engage in physical exertion) ____5. Social ability (ability to get along with others) ____6. Creativity (ability to develop or produce something new)

____7. Physical stamina or strength (ability to engage in physical exertion)

____8. Empathy (ability to accompany other people in their thinking and feeling)

____9. Organizational ability (ability to bring together different elements to accomplish a goal)

Part II

Match column B with Column A. Write the letter beside the occupation in column B in the space beside the aptitude in column A which you think it best fits.

Column A		Column B	
____1.	Verbal ability	a.	Cement-Mason helper
____2.	Numerical ability	b.	Counselor
____3.	Visual perception	c.	Proofreader
____4.	Physical coordination or dexterity	d.	Receptionist
		e.	Technical writer
____5.	Social ability	f.	Programmer
____6.	Creativity	g.	Restaurant manager
____7.	Physical stamina or strength	h.	Cartoonist
____8.	Empathy	i.	Athlete
____9.	Organizational ability		

14. This activity was designed to show how the value of the dollar has changed.

In the first blank, guess what you think the price was for this item in 1897. In the second blank guess what you think the price is today. In the third blank subtract the second price from the first price and get the difference. After you complete this, we will fill in the other blanks together.

Notes

Life Planning

Goal 3.3

Goal 3.3

Notes

Life Planning

Goal 3.3

	Estimating			Using Catalogs		
	1897	1978	differences	1897	1978	Differences
1. Iron						
2. 5 lbs. candy						
3. Gum (500 pcs)						
4. Clothesline						
5. Broom						
6. Cigarettes (500)						
7. Tobacco (pound)						
8. Sweepers						
9. Vegetable slicer						
10. Refrigerator						
11. Stove						
12. Ironing board						
13. Prince Albert Suit						
14. Women's shoes						
15. Men's boots						
16. White shirt						
17. Ties						
18. Blouse						
19. Pocket Watch						
20. Ring (26 diamonds, 5 rubies)						
21. Solid gold ring						
22. Buggy						

23. Sewing machine	____ ____ ____	____ ____ ____
24. Brass bed	____ ____ ____	____ ____ ____
25. Telephone	____ ____ ____	____ ____ ____
26. Winchester Rifle	____ ____ ____	____ ____ ____
27. Piano	____ ____ ____	____ ____ ____
28. Tennis racquet	____ ____ ____	____ ____ ____
29. Baseball mitt	____ ____ ____	____ ____ ____
30. Kitchen chair	____ ____ ____	____ ____ ____

Then, use 1897 and current Sears catalogs. Assign items for students to look up. Have them subtract to find the actual price increases.

15. Have the students write down two math-related occupations to investigate. Have them send letters to the following requesting information:

Society for Industrial and Applied Mathematics
33 South 17th Street
Philadelphia, Pennsylvania 19103

Mathematical Association of America
SUNY at Buffalo
Buffalo, New York 14214

California Test Bureau
Del Monte Research Park
Monterey, California

U.S. Department of Health, Education, and Welfare
Office of Education
Washington, D. C. 20025

Information from the above is free.

Notes

Life Planning

Goal 3.4

Notes

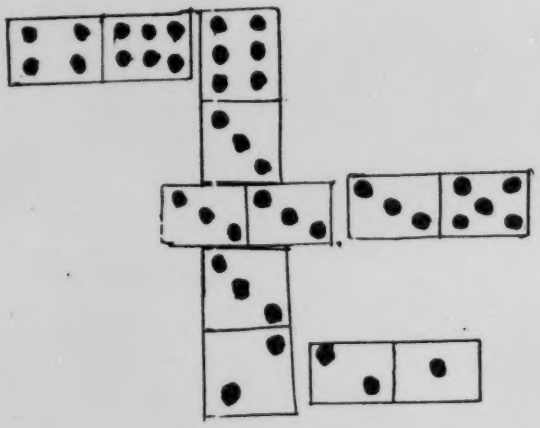
Academic and Vocational Skills

Goal 4.1

IV. Academic and Vocational Skills

16. Dominoes or its variations can be an effective tool for practicing addition and recognition of multiples without the stigma of a drill.

Use regular rules for game of dominoes. The game of dominoes is traditionally played in groups of 2 to 4 players. Practice in addition and recognition of multiples of five results from the rule that a player scores by producing an addition total, on the exposed halves of the dominoes, which is a multiple of five. An example of a play resulting in a score of ten is shown below:



The game is played until all dominoes are played and each player has played all dominoes possible from his or her set.

This activity can easily be varied by requiring scores to be any pre-determined multiple other than five.

Goal 4.1

17. Use this if you have at least 20 students. After a test distribute a list of all the scores. Then have students do this activity sheet:

Arrange the boys' scores in a vertical column from highest to lowest.

Arrange girls' scores the same way.

Arrange the scores of the whole class from highest to lowest.

The number of scores on each list is ___, ___ and ___.

The mean score is the sum of all the scores divided by the number of scores. (Round off to the nearest tenth.)

		Notes
	The mode is the score that appears most often. The median is the middle score when the scores are arranged in order (if you have 25 scores then it is the 13th. If you have 24 scores it is the average of the 12th and 13th score.) Figure the mean, mode and median for 1. the boys 2. the girls 3. the class Display all this information on a graph.	Academic and Vocational Skills
18.	Make a Thermofax copy of your paycheck and "white" out your name on the copy. Have the secretary type in another name on the copy. Put it through the Thermofax machine again to get an acetate transparency. Show this to the students on the overhead projector. Explain all the various deductions such as: --F.I.C.A. --U.S. withholding --state withholding --union dues --health insurance --savings deductions As you are explaining each deduction, have the students subtract on paper to check your total received.	Goal 4.2
19.	Ask students to bring magazine ads showing new cars. Have them paste these on a huge collage. Invite a car salesperson to present the time payment purchase plan. Then have them find the difference between the car purchased on 24 months or "cash and carry."	Goal 4.2
20.	Have a local representative of a brokerage firm present information on the operation and function of the New York Stock Exchange. Have each student use the newspaper's stock market listings for that day and select four to "purchase." Have them record the daily stock quotations of their four chosen stocks over a period of two weeks and graph the data on a line graph.	Goal 4.2
21.	Invite a salesperson to speak to the class about: --a salesperson's work --training --requirements--physical and emotional --salary --life style --occupational outlook --interpersonal relationships	Goal 4.3

Notes	
Academic and Vocational Skills	You can then present math activities in situations a salesperson might encounter: --commissions: percent --hourly rates: decimals --graphs and tables --markups, discounts, profits: percent --tax: percent --making change

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PRACTICAL ARTS ACTIVITIES	Notes
I. Self Knowledge	Self Knowledge
1. The student will be able to indicate the need for friendships by keeping a list of people with whom he or she communicates for 24 hours and the interaction he or she receives from each of these communications during that period.	Goal 1.1
2. Give each student a list of admirable personal characteristics. Ask them to consider each item carefully and check those that apply to themselves. Here is a suggested partial list: __good __patriotic __religious __industrious __concerned about others __open-minded __civic-minded __creative __wealthy __well-born __cooperative __"my own person" __easy-going __dependable __healthy	Goal 1.2
3. After a clothing construction unit, have the students plan a style show for the public and parents. Have each student prepare the description of the garment he or she constructed and is modeling.	Goal 1.3
4. Explain some guidelines for asserting oneself when necessary. a. Be firm and polite. b. Look at the listener as you talk. c. State the problem clearly. d. State your rights. Have the students work in pairs to prepare role plays for any of these situations: --returning spoiled food to a store and having the manager refuse to give a refund --being detained for shoplifting in a department store when the store detective has made a mistake --reporting a rude salesclerk to the manager --telephoning a record club whose computer has made a mistake on a bill	Goal 1.3

Notes	
Self Knowledge Goal 1.3	5. Have the students select and prepare a presentation from among the following: --clothing for children --bathing the baby --feeding the baby --holding the baby --dressing the baby --mental development --social development --emotional development --physical development --babysitting rules and responsibilities --games and activities for children ages 1-3 --games and activities for children ages 3-5 Encourage them to use objects to make the presentations interesting. Invite a guest speaker from a local Head Start program or nursery school to explain requirements of working with young children.
Goal 1.4	6. Ask students to prepare reports on actual or possible babysitting emergencies. They should be prepared to tell how to respond in these various cases.
Goal 1.4	7. Have students interview their parents to find the most common stains to be removed from family clothing and household fabrics. They should learn also the techniques used for removing the stains. Have the class equip a stain removal kit with supplies and a list of procedures. Tell students this would make a nice gift.
Goal 1.4	8. After appropriate safety lectures and demonstrations, have the students prepare accident prevention posters. Have them include first-aid treatments of the accidents. Post these around the room near places where the described accidents may occur.

II. Life Roles, Settings and Events	Notes
9. Help students understand the need for fast-food restaurants. Invite a worker from such a restaurant to explain: --how food is made attractive --part-time jobs --full-time jobs --what a franchise is --qualifications for fast food workers	Life Roles, Settings and Events Goal 2.1
10. Have the students interview working mothers to list areas where their family member roles conflict with their work roles. Some of these questions can be asked: a. How many children do you have? b. Where do you work? c. Do you ever have to work late? d. Do you feel you spend enough time with your children? e. Are all of your children in school? f. Do family members help with the housework? g. What do you do when the children are sick? h. Do you use a lot of convenience foods? i. Do you ever get tired? Have the students prepare written summaries of the interviews. They should state what they may have learned about working mothers that they did not realize before. Have them read their reports aloud to one another.	Goal 2.2
11. Here is a list of individual projects students can do and share with each other. a. Check the state employment office for openings in child care. b. Check state guidelines for setting up day care centers. c. Invite a family service worker from the welfare office to present child care responsibilities. d. Interview older parents to learn how child-rearing methods have changed. e. Observe play activities in a day care center. Make a presentation on the equipment and materials used there. f. Observe parents preparing small children for bed. Prepare a written description of this procedure.	
12. Invite an attorney to explain the state's laws regarding marriage, divorce, child abuse and child neglect. Invite a member of the clergy to describe the kinds of counseling people can receive from churches.	Goal 2.2

Notes	
Life Roles, Settings and Events Goal 2.2	13. Divide the class into pairs. Each pair is to role play a couple talking about their problems in one of these areas: --finances --in-laws --children --housing --communication The class members should listen and list what they think the problems are for each "couple." Class members should share their lists aloud and agree or disagree with each other.
Goal 2.2	14. Have the students assemble a collection of cookbooks and recipes which will help to alleviate worldwide food shortages. Bread for the World is an organization which seeks to alleviate the problem by influencing legislation and policy making. Ask the students to write for information about the organization. Have the students prepare a letter to mail. Bread for the World 207 East 16th Street New York, New York 10003
Goal 2.2	15. Have students volunteer to sit in on meetings of a community organization which is in need of some repair services for its building. Examples might be a day care center for children, a senior citizen center, a church or a youth organization. Have students assess, with the officers of the organization, the needs for repairs which exist, and the most reasonable means of making the repairs. Students then write a report and explain to the class the procedure undertaken by the trustees of the organization.
Goal 2.3	16. Invite a cake decorator to demonstrate and explain the hobby to the class.
Goal 2.3	17. Invite as a speaker a hobbyist who uses wood. Have him or her explain this to the students.
Goal 2.4	18. Here is a self assessment which touches on personal characteristics needed by secretaries and office personnel. <u>Personal Details</u> 1. Do you have that clean, well-scrubbed look? 2. Do you get plenty of rest? 3. Do you exercise adequately? 4. Do you eat a balanced diet, keeping one eye on the calories?

5. Do you have a regular dental checkup?
6. Do you have clean, well-brushed hair?
7. Do you use a deodorant or anti-perspirant?
8. Do you keep nails trimmed and polished?
9. Do you make sure that the accessories you wear go well together?

Personality Traits

1. Do you always have to be told how to do things?
2. Can you take constructive criticism?
3. Do you get upset under pressure or in an emergency?
4. Do you try to exercise your best judgment instead of letting others think for you?
5. Are you proud of each piece of work that you submit?

Work Habits

1. Do you try to use all your working time to good advantage?
2. Is your work constantly and uniformly accurate?
3. Do you complete your assignments thoroughly and promptly?
4. When you find that you have made a mistake, do you admit it and then avoid making the same error again?
5. Can you be depended on to follow up on matters which you are given to handle?
6. Do you ever volunteer to do anything extra during a rush period?
7. Do you keep in mind that information of a personal or business nature is confidential?
8. Do you guess about names or figures you are using?
9. Do you get instructions correctly the first time they are given to you?
10. Do you organize your work well?

19. This puzzle will help students become aware of occupations within the Business and Office cluster. They are to find the names of business occupations within the puzzle and circle them. The words can be hidden across, up, down, backwards or diagonally.

Notes

Life Roles, Settings and Events

Goal 2.4

Goal 2.4

Notes

Life Roles, Settings and Events

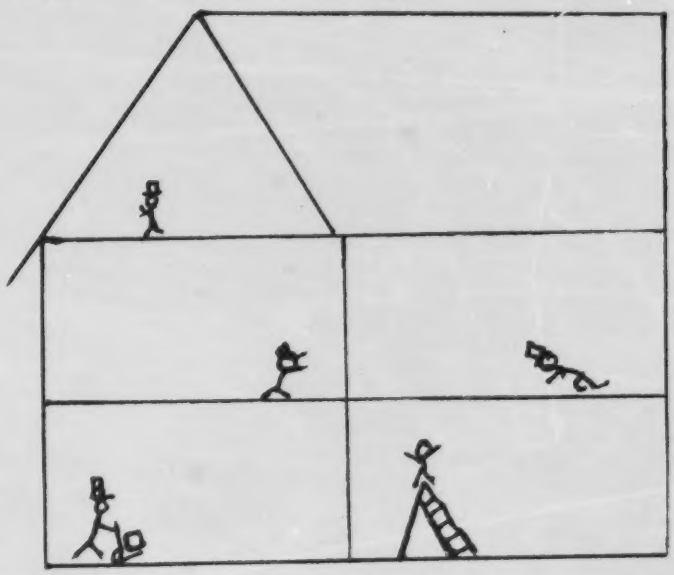
19. Continued

M I S T C S U R E R E T N A I D O T S U C I L A E K I D U P
A K N P N R A G N T S S W I T H B Q E E P R T S P E R C H P
C K Z V R I P A N I D R I I R L N A G E E C M Y P S T E N U
T O U Z E N S U P V E A D T N A T N U D C C A S P O D C O R
C S D P G S P T R O E S P E L I S T R O I N G R C K T C T C
H A O S A L T O A N G N E M R B A M K Q U E M N F S R L O H
C C T T N A H O C N I R B A N K E R M O L E P D I O O L Y A
K R P R A G M M R E N R P U R A E C O M P T O L L E R K N S
D D R O M L A S I T A X T E L R R L S K E R A R E I P H G I
R U L C L C E P T B H C L R V E L T A L X I C X C L O L L N
O O M A E E R S E T T C I Q C O O K O G C H A S L A E E I G
N E D N N H I K A A L O L D R P B R G E E R O N E S A W Y A
L V K I N M N U R L A M Z E E T R N P E C T E U R D P E A G
E I S E O O N E O C W T O E R F O S R C L O R T K L R R C E
T T U N S Y G R S W Y H Y E I K X O O T H A N N A O A H S N
S U O A R O Y E R A E N P P M A N E G E R E X O T R C R C T
T C D L E A S I P M R E A S T T I N R G G T P I L I Y Q R E
E E W R P R V N A H E S S E W A V E A R S T D D E A R R Y R
N X C D L E E E J K E E M L H S E Z M V O U I H P A R G O I
O E O S A P S R K O M O L L I E R L M O A N M A Y T O S U D
G O R I Y R T O Z K C W R E K L C L E O R W N A M S E L A S
R B A V M S O E R N O V E K L F L E R K T J P C U S T D N R
A W E R I B V T I O G U R E R A T N E G T A E U V N N J T E
P H R E E U N R C M E V Y W U S L A R O I S C H E C K E R R
H I R P F W A M N E A L J T S I N O I T P E C E R E C E X U
E L E U T U C E L I R X E W P E X A T T Q S I K M E N H I S
R I N S K M A N L L O I R T X F Y P M G O Z C C O K L E A A
B S A O R O T A R E P O D R A O B H C T I W S D G W H L N E
D R T O S T I N I T T H R K N O D U A K K E E U N S O T E R
S S T O C K B R O K E R E K O S T E R G G Y O E J N K F I T

accountant
auditor
banker
bookeeper
checker
clerk
comptoller
custodian
director
economist
executive
file clerk
income tax specialist
investor
lawyer
manager
payroll clerk
personnel manager
programmer
purchasing agent
receptionist
salesman
secretary
stenographer
stock broker
supervisor
switchboard operator
teller
treasurer
typist

20.

Who Builds a House?



Build an outline of a house using strips of dark construction paper, with more strips inside the frame to represent four or more rooms. Make any style house you wish. Then use colored pictures (from housekeeping magazines) showing the various workers in different parts of the house (the painter, plumber, electrician, carpet buyer, roofer, cabinet maker, carpenter, appliance dealer and so on).

Notes

Life Roles, Settings and Events

Goal 2.4

Notes

Life Planning

Goal 3.1

III. Life Planning

21. Have the students work in pairs to make decisions about occupations which best fit the individual. They can use exercises like these:

1. Andrew has lived on a ranch all his life. He enjoys ranching and also working with people. He is above average in school work and plans at least four years of college study. He is unable to farm due to a back injury from a tractor accident. He desires a good income in a rural area.

   (a) agricultural supplies manager
   (b) agricultural machinery sales
   (c) wildlife conservation officer
   (d) teacher of vocational agriculture

2. Randy lives in a large rural town. He enjoys traveling, hunting and fishing. He has done above average work in school and plans to go to college for four years. He enjoys outdoor work and hopes to earn an average salary. He is quite well developed physically and excelled in football.

   (a) forester
   (b) livestock buyer
   (c) logger
   (d) soil conservation aid

3. Glen lives on a small ranch. He enjoys working with his hands. He has done quite well in high school and plans to attend a technical school for two years. He prefers indoor work during the daytime. Glen hopes to work regular hours and earn an average or above salary.

   (a) feed mill equipment operator
   (b) agricultural supplies product sales
   (c) agriculture equipment service
   (d) greenhouse manager

4. Mary lives in a city. She does average school work and especially enjoys working with her hands. She may attend a technical school and hopes to earn an average wage at a job with regular hours. She prefers working indoors.

   (a) agricultural supplies product salesperson
   (b) meat processor
   (c) agricultural writer
   (d) part-time farmer

Goal 3.1

22. The following is an additional list of 18 values. Rank each item according to the importance of the characteristic for you. Write "1" by the one you

consider first in importance and so on.

_____AMBITIOUS (hard-working, aspiring)

_____BROAD-MINDED (open minded)

_____CAPABLE (competent, effective)

_____CHEERFUL (lighthearted, joyful)

_____CLEAN (neat, tidy)

_____COURAGEOUS (standing up for your beliefs)

_____FORGIVING (willing to pardon others)

_____HELPFUL (working for the welfare of others)

_____HONEST (sincere, truthful)

_____IMAGINATIVE (daring, creative)

_____INDEPENDENT (self-reliant, self-sufficient)

_____INTELLECTUAL (intelligent, reflective)

_____LOGICAL (consistent, rational)

_____LOVING (affectionate, tender)

_____OBEDIENT (dutiful, respectful)

_____POLITE (courteous, well-mannered)

_____SELF-CONTROLLED (restrained, self-disciplined)

_____RESPONSIBLE (dependable, reliable)

When they have finished have them sit in small groups to read and explain their first four choices.

23. Here is an opinionaire which can be used for small group discussion when completed.

OFFICE EMPLOYMENT

1.	Office workers should be limited to a 40-hour week.	SA A U D SD
2.	The best time to exhibit your dependability is when the boss is away from the office.	SA A U D SD
3.	A good boss should be strict.	SA A U D SD
4.	It is easier to work for men than to work for women.	SA A U D SD

Notes

Life Planning

Goal 3.1

Goal 3.1

Notes	
Life Planning	
Goal 3.1	5. Doing what you are told is a sure way to get ahead in an office. SA A U D SD
	6. Office workers have more prestige than workers in the production end of the business. SA A U D SD
	7. Telling lies for the boss is just another part of the job. SA A U D SD
	8. A nine o'clock to five o'clock work schedule is the most satisfactory. SA A U D SD
	9. Girls usually want to work in offices in order to find husbands. SA A U D SD
	10. "Playing up" to the boss is a good way to get ahead in the office SA A U D SD
	11. Starting salaries should be based on performance ability not on amount of education. SA A U D SD
	12. Organized athletic and recreation activities should be provided for office workers. SA A U D SD
	13. On most clerical jobs, the employee should be able to "take off" when he desires. SA A U D SD
	14. Elderly bosses are too set in their way. SA A U D SD
	15. A paid vacation should be part of every office job. SA A U D SD
	16. An office job for most girls is only a temporary step on the way to getting married. SA A U D SD
Goal 3.3	24. Have the students collect pictures of period furniture. Use this to discuss change and the need for flexibility in planning: --occupational preparation. --life styles.
Goal 3.4	25. Have interested students plan weddings for themselves. They should include: --guest list size --rehearsal --flowers --reception --food --rings --decorations --clothing

Have them include sketches, diagrams, pictures and prices.

26. The infusion of career education concepts in the shop program is not difficult since shop is a practical art. In shop class, the students get ample opportunities to show responsibility, direct their own activities, progress at their own pace and plan projects carefully. In such a program, the work experiences the student is having at school are relevant to the work situations he will face in the outside world.

    Many of the skills which the individual acquires in shop are preparation for actual occupations he or she may plan to undertake. In many cases where these skills are not direct preparation for an occupation, they would still prove to be an asset in other areas of work.

    Have the students keep notebooks of plans, costs and work schedules on each project they make.

Notes

Life Planning

Goal 3.4

Notes	IV. Academic and Vocational Skills
Academic and Vocational Skills Goal 4.1	27. After finishing a project, have the students list the skills used in this project that they learned in other industrial arts projects or classes. Help them learn the skill of task analysis by listing each step from beginning to completion of a project.
Goal 4.1	28. Have the students find want ads for jobs requiring typing and shorthand skills. Have the students work in pairs to prepare appropriate application letters. One dictates while the other "takes" the letter in shorthand, reads it back and transcribes it on the typewriter. They repeat the process with the other student dictating his or her letter.
Goal 4.1	29. Explain that many people do free-lance typing as a part-time job. Invite a guest speaker to show some of the various formats he or she has used in free-lance typing. This can be done most effectively by making acetate transparencies of the copy of the Thermofax machine. These can then be shown on the overhead projector. The speaker can explain ways in which these special effects are achieved. Ask this person to explain: --his or her life style --work setting --pay --typewriter --means of getting jobs --time spent on typing
Goal 4.1	30. Put into a hat the names of all the department's woodworking tools and machines. Have the students each draw one out and prepare a presentation on its safe and proper use and maintenance.
Goal 4.2	31. Have the students plan daily menus for different dietary needs: --1500 calorie diet --a person with kidney problems --a person who needs a bland diet --a low cholesterol diet --a salt-free diet --a diet free of artificial flavoring and coloring --a sugar-free diet Ask them to name persons they know who have any of the above dietary needs. See if they can tell why these diets are needed.
Goal 4.2	32. This activity is conducted as is the television show of the same name: The Price is Right. The objective is for two groups of four students to look at one or more items and guess what the price should be. The decision must be unanimous. The group that comes

the closest without exceeding the amount will get to remain for another guess. The group which did not guess correctly is replaced by another group of four.

Here are some suggestions:

a. Have a picture of an appliance or product with the price written on the back. (If you use identical Sears catalogs you can get two identical items; one for each group.)

b. Have six items on a table. Announce the price of four of them. Have the groups guess the combinations which equal that amount.

c. List five products with prices. Have the groups guess whether the actual cost is higher or lower.

d. Arrange five items in order from highest price to lowest price.

e. Guess the total cost of a large group of items.

Then ask the following questions of the class:

a. Why must the modern consumer be well-informed?

b. How did you feel when you were competing against other class members?

c. What reactions do people on television have? Why?

d. Would you ever want to be on such a program. Why? Why not?

e. How are such shows able to give all that merchandise away?

33. Take your students on a tour of a local small engine repair shop. Then have the students work in pairs to work on any of the following:
    --lawn mower
    --chain saw
    --garden tiller
    --any small motor run by gasoline

    Have them disassemble, clean, identify parts, tune the engine and reassemble it.

34. Present the appropriate diagram to your students. Have them select two occupations to investigate. Have them use the following outline and prepare presentations (with visual aids) for the rest of the class:
    A. Job description
    B. Physical requirements
    C. Personality, interest and ability
    D. Educational requirements
    E. Work setting

Notes

Academic and Vocational Skills

Goal 4.2

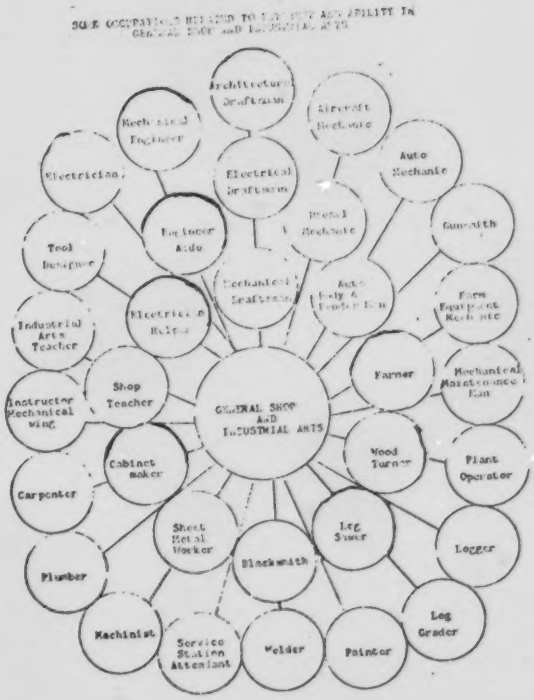
Goal 4.2

Goal 4.3

Notes

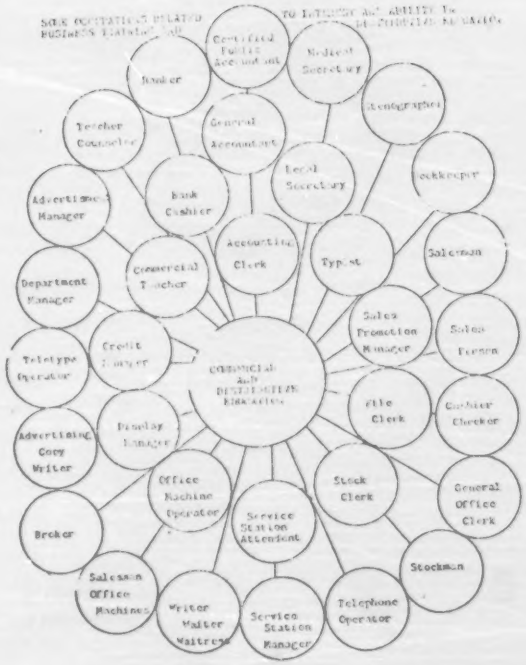
Academic and Vocational Skills
Goal 4.3

F. Job location
G. Earnings
H. Future demands for this job



SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN HOME ECONOMICS

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN BUSINESS EDUCATION AND MARKETING



Notes
Academic and
Vocational Skills

Notes

Academic and Vocational Skills

Goal 4.3

35. This puzzle contains names of woodworking occupations. Find and circle the hidden words; they may be vertical horizontal or diagonal.

Cabinetmaker
Carpenter
Panelers
Sanders
Floor layer
Roofers
Woodcarvers
Lathe operators
Furniture maker

C F Z A G Q P M A T K Z F Q C

D A C M Z F A C P T D M C M A

M P C K J T L G A D F P J R D

C C Q A A J A R I O L E E O U

P T F J B M D O R N O N A N R

Q M L O E I E O R H A N N L W

S I O R L A N F U A R Y H A A

T A O C A R P E N T E R S T R

A B R D L H S R T N R L A H D

F D L A L A R S H M L O N E L

Z F A N A N E T C N A N S O A

P G Y D F B A R B A Y K E P A

C M E R F Y T T T E E G E E W

M T R H E T A P A N E L E R S

A W O O D C A R V E R S N A A

Q U I E R J A N S O R T H T N

C F T N E O S R O R S T L O D

F U R N I T U R E M A K E R E

Z A Y I E M C G E S E S O S R

P C B E C B O R E P A U N S S

36. Have the students bring in a collection of business letters received by their family or friends. They will use red pencils to evaluate the letters on typing, accuracy, spacing, placement, spelling, word division and vocabulary. Post these on a bulletin board.

Notes

Academic and Vocational Skills Goal 4.3

37. Take field trips to business places for demonstrations of electronic cash registers, calculators and other such machines.

Goal 4.3

38. Use this self assessment as a springboard for a discussion of attitudes employers like.

Goal 4.4

WHICH SHOE DO YOU WEAR?

1. LOAFER

   a. Wastes time.
   b. Doesn't apply himself or herself.
   c. Looks for excuses.

2. HIGH HEEL

   a. Too good for the job.
   b. Just applies himself or herself on special occasions.

3. OVERSHOES

   a. Sweeps the dirt under the rug.
   b. Covers up bad job with a coat of paint.

4. HOUSE SHOES

   a. Takes things easy.
   b. Puts off work.

5. SANDAL

   a. Hits high spots.
   b. Never really completes job.
   c. Leaves things off.

6. SUNDAY SHOE

   a. Puts on show for boss.
   b. Very diligent when he or she thinks he or she is being watched.

7. WORKSHOE

   a. Not pretty but always in style.
   b. Does job to the best of ability.
   c. Follows orders
   d. Doesn't complain.

Introduction
English Activities
Fine Arts Activities
Foreign Language Activities
Guidance Activities
Health and Physical Education Activities
Mathematics Activities
Practical Arts Activities
Science Activities
Social Studies Activities
Appendicies

SCIENCE ACTIVITIES

I. Self Knowledge

1. You may use any or all of the following instruments:
   --for discussion
   --for feedback
   --to help students feel comfortable expressing themselves about sometimes touchy issues

CLASSROOM LIFE

Here is a list of some things that describe life in the classroom. Circle the letter of the statement that best tells how this class is for you.

1. Life in this class with your regular teacher . . .
   a. Has all good things
   b. Has mostly good things
   c. Has more good things than bad
   d. Has about as many good things as bad
   e. Has more bad things than good

2. How hard are you working these days on learning what is being taught at school?
   a. Very hard
   b. Quite hard
   c. Not very hard
   d. Not hard at all

3. The other students in this class care about how hard I work (in school) . . .
   a. Always
   b. Most of the time
   c. Sometimes
   d. Hardly ever
   e. Never

4. When I'm in class I . . .
   a. Usually feel wide awake and very interested
   b. Feel pretty interested; kind of bored part of the time
   c. Feel not very interested; bored quite a lot of the time
   d. Don't like it; feel bored and not with it

5. How hard are you working on school work compared with others in the class?
   a. Harder than most
   b. A little harder than most
   c. About the same as most
   d. A little less than most
   e. Much worse than most

6. The students in this class help one another with their classwork . . .
   a. Always
   b. Most of the time

Notes

Self Knowledge

Goal 1.3

Notes

Self Knowledge

Goal 1.3

c. Sometimes
d. Hardly ever

7. The students in this class act friendly toward each other . . .
   a. Always
   b. Most of the time
   c. Sometimes
   d. Hardly ever

8. The students in this class do what the teacher wants them to do . . .
   a. Most of them do
   b. More than half do
   c. Less than half do
   d. Hardly anybody does

9. If we help each other with our work in this class the teacher . . .
   a. Likes it a lot
   b. Likes it some
   c. Likes it a little
   d. Doesn't like it at all

MY REACTION TO TODAY'S CLASS

1. How much do you feel you learned today?
   a. Don't think I learned much
   b. Learned a little bit
   c. Learned quite a bit
   d. Learned a lot today

   Please write why you feel this way_____

   _____

2. How clear was it why we were doing . . . (refer to some specific activity)
   a. Very clear to me
   b. Pretty clear to me
   c. Not so very clear
   d. Not clear at all

3. How often do you feel lost during this class period?
   a. Lost most of the time
   b. Lost quite a few times
   c. Lost a couple of times
   d. Not lost at all

4. How often did you feel you wanted some extra help during this class period today?
   a. Wanted help quite a few times
   b. Wanted help several times
   c. Wanted a little help once or twice
   d. Wanted no help

5. How often did you see someone needing help during our class period today?
   a. Saw someone needing help a lot
   b. Saw someone needing help quite a few times
   c. Saw someone needing help a few times
   d. Saw no one needing help

   How could they be helped?_____
   _____

6. How do you feel about your participation in the discussion last period?
   a. Not satisfied at all
   b. Not very satisfied
   c. Fairly satisfied
   d. Very satisfied

   Why do you feel this way?_____
   _____

7. How do you feel about what the teacher did in this last class period?
   a. Very satisfied
   b. Pretty well satisfied
   c. Only a little satisfied
   d. Not satisfied

   What makes you feel this way?_____
   _____

HOW OTHERS SEE THIS CLASS
(Second Quarter)

	How many feel this way?				
	Almost all	Many	About half	Some	Only a few
1. It is good to take part as much as possible in classroom work.					
2. Asking the teacher for help is a good thing to do.					
3. It is good to help other pupils with their schoolwork except during tests.					
4. Schoolwork is more often fun than it is not fun.					
5. Our teacher really understands how students feel.					

Notes

Self Knowledge

Goal 1.3

Notes

Self Knowledge

Goal 1.3

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MY TEACHER

Pretend that you could have your teacher change in some way. For each number, check the box that best tells how you would like your teacher to act in this class. There are no right or wrong answers.

	Much more than he or she does now	A little more than he or she does now	The same as he or she does now	A little less than he or she does now	Much less than he or she does now
1. Help with work					
2. Make sure work is done					
3. Ask us to decide about how we will work					
4. Smile and laugh					
5. Make us behave					
6. Trust us on our own					
7. Make us work hard					
8. Show that he or she understands how we feel					

(End of Second and Fourth Quarters)

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REACTIONNAIRE

(End of Each Semester)

1. How would you describe your personal activity?

   Quiet, seldom participating____
   Neither quiet nor very active____
   Quite active, participating frequently____

2. What has been your reaction to class thus far?

   _____
   _____Is it meeting your needs?
   _____
   Why or why not?_____
   _____

3. How could the class be improved?_____
   _____

4. What is on your mind that you wish you could say in class?_____
   _____

CLUES TO LIFE IN THIS CLASS

(End of First and Third Quarters)

1. What are some clues to a good day in class? What things happen that are signs of a good day. List five.

   a._____

   b._____

   c._____

   d._____

   e._____

2. What are some clues to a bad day in class? What things happen that are clues that class is not going the way it should or the way you would like it to? List five.

   a._____

   b._____

   c._____

   d._____

   e._____

Notes

Self Knowledge

Goal 1.3

Notes

Self Knowledge

Goal 1.3

3. What are some things that should happen a lot more than they do to make it a better class for learning and for your own personal development and pleasure? List five.

a. _____

b. _____

c. _____

d. _____

e. _____

Goal 1.4

2. Invite a Civil Defense worker to explain emergency procedures and routines. Do this in connection with your weather studies.

Have the students complete the following:

a. Establish Civil Defense plans for their own homes. Have them consult with their parents.

b. Practice Civil Defense preparedness procedures at school.

The students can then make presentations explaining the preparations they made at home.

II. Life Roles, Settings and Events

3. Divide the students into groups. Have each group choose a farm or agricultural commodity which interests them and detail its processing from the farm to the retail store. Have them present the information on posters. For each step they should list five occupations involved in the processing at that point.

   Have the groups take turns presenting their information to the whole class.

4. Consult the school principal about devoting a small plot of ground to establishing a school nursery. During the fall or early winter, collect seeds from some of the most desirable species of the region. These might include pines, spruces, firs, oaks, maples, tulip trees, sweet gums and others. Plant the seeds in rows. Label with tongue depressors. When the seeds sprout the following spring, space the young trees two or three feet apart. After two or three seasons of growth, the trees should be ready for transplanting. Some might be planted on the school grounds, others along city streets or roads after discussing the matter with officials of your community. Still others can be given to members of the class for planting in yards. This project can be continued year after year by members of the biology classes.

5. Have the students bring the totals of their water bills for one month. Help them figure the average amount spent for water by the families of class members.

   Tell them water is all around us. It should be free. Ask why we get water bills. Invite a speaker from the city government to explain expenditures for water purification, distribution and plant maintenance.

   You might also obtain financial costs of operation for the city sewage and garbage departments.

6. Prepare a bulletin board thus:

POLLUTION		
Water	Air	Food
SOLUTIONS		

Notes

Life Roles, Settings and Events

Goal 2.1

Goal 2.2

Goal 2.2

Goal 2.2

Notes Life Roles, Settings and Events	Have the students bring news articles describing pollution under the various headings on the top half of the bulletin board. On the bottom half they will post articles they find which describe attempts at solutions to the three categories of pollution problems above. They can also work in groups to list several solutions or describe them in detail.
Goal 2.2	7. Have the students read and study the Green Hills Region Area Development Plan. Better yet, invite an expert from the Regional Development Office to summarize and explain the plan.
Goal 2.3	8. Set up a student display of science-related hobbies. Include such things as --terrariums --aquariums --plant propagation --insects --astronomy --fossils --pottery --pets --rocks Divide the students into nine small groups. Assign one of the above categories to each group. Have the group brainstorm a list of occupations related to that category of science-based hobbies.
Goal 2.3	9. When you are studying sound or the human ear, invite a worker from a "stereo" store to come to explain how speaker manufacturers seek to control frequency, amplitude and wave length. You could have some of your budding "rock" stars bring and demonstrate their sound equipment. You could also take a field trip to a retailer to look at record and tape players. Be sure to ask your guest speakers to talk about: --costs of this equipment. --how they became interested in the work. --what they do for hobbies. --their life styles.
Goal 2.3	10. Have students bring model ships, boats and planes which they have built. Ask them to explain some of the working features of the "real things." Ask them to display the finished models along with the prices of the model kits.
Goal 2.3	11. Order model rocket kits for groups of students. Have them work to build and launch the model rockets. These can be obtained from the Scout catalog.
Goal 2.3	12. Invite a house plant hobbyist to demonstrate potting and plant care techniques. Have him or her identify several more common varieties such as:

--asparagus fern
--Boston fern
--spider or airplane plant
--philodendron
--geranium
--African violet
--Swedish ivy
--English ivy
--begonia

Ask him or her to mention the best propagation method for each plant.

The students can sketch, paint and label the leaf shape and blossom (if it blooms) of each variety.

13. Do all you can to help the students with a science club. These science clubs offer students opportunities to explore methods and content, extending concepts taught in the classroom. Individual science clubs help them plan their work and pursue independent study. Visits to chemical laboratories and participation in science fairs and contests will help stimulate and motivate. Technical publications are available in public libraries Interested students will have a wonderful time.

14. Use this self-assessment form to help students think about "what it takes" to pursue occupations in science.

DO YOU HAVE WHAT IT TAKES?

1. Do you earn excellent grades in school, especially in science and mathematics courses?
2. Do you like working with abstract ideas?
3. Are you patient, thorough and methodical in your work?
4. Can you spend four to seven years in college preparing for your occupation?
5. Do you want an occupation in physical science?
6. Are you near the top of your class scholastically?
7. Are you keenly interested in science and mathematics?
8. Do you like working with mathematical concepts?
9. Are you objective in your work?
10. Are you interested in the scientific aspects of life?
11. Are you careful and accurate with your work?
12. Can you devote a great deal of time to a single project without becoming discouraged?
13. Are you curious about how and why things grow?
14. Are you manually dexterous and well-coordinated?
15. Do you enjoy conducting experiments and handling delicate equipment?

Notes

Life Roles and Settings and Events

Goal 2.3

Goal 2.4

Notes

Life Roles, Settings and Events
Goal 2.4

Ask the students to work in small groups to list ways in which they might develop in the direction of the 15 items listed above.

15. Have the students work in pairs to complete the following worksheet:

ECOLOGY

1. Write the names of jobs which you think are associated with ecology.
   a. f.
   b. g.
   c. h.
   d. i.
   e. j.

2. Is there any particular dress, talk or physical appearance associated with the jobs you listed above?
   a. f.
   b. g.
   c. h.
   d. i.
   e. j.

3. Can you list a specific task of a worker in each of the above jobs?
   a. f.
   b. g.
   c. h.
   d. i.
   e. j.

4. What do you feel would be an advantage of each of these jobs?
   a. f.
   b. g.
   c. h.
   d. i.
   e. j.

5. What would be a disadvantage of each of these jobs?
   a. f.
   b. g.
   c. h.
   d. i.
   e. j.

Use the completed worksheets as the outline for a discussion in either small or large groups.

16. Use the Fisher-Stavski Lab-Aids Kit No. 1 on Blood Type. A laboratory test can be done in class to find your blood type.

    Invite a laboratory technician to explain and demonstrate some of the other commonly used procedures. Have him or her describe:
    a. salary range.
    b. work schelule.
    c. what personal characteristics meet job requirements.
    d. where to get more information about a job as a laboratory technician.

17. Have the students select a worker in the community whose job is science related. Have the students interview their workers and make posters to present the information to the rest of the class members. Here are some questions which may help them "get into" meaningful interviews.

    1. Name of the occupation
    2. Job title
    3. How long have you worked there?
    4. Exactly what do you do?
    5. What was the first thing you did this morning? next thing? throughout the day?
    6. Do you do the same things each day?
    7. Of all your duties, which one takes most of the time?
    8. What do you like best about your job? least?
    9. What tools or equipment do you use? Do you wear a uniform?
    10. What training or education was needed?
    11. Are there special requirements as to age, height, build, personality, licensing and so on?
    12. Are the working conditions pleasant and healthful?
    13. What are the working hours?
    14. Is the work dangerous and to what extent?
    15. Is the work steady?
    16. How do you feel about working alone on the job or just with things and not people? Would you rather be working with a lot of people?
    17. What social relation to the community does the work have?
    18. Does the job require a high school education? college? technical school? other?
    19. What particular aptitudes or skills should one have for this job?
    20. What are the opportunities for advancement?
    21. What are some related jobs?
    22. What interests, hobbies and abilities of a student might relate to this job?
    23. Is the field in this area overcrowded?
    24 Will there be time left for recreation or is there a lot of overtime work and travel?

Notes

Life Roles, Settings and Events

Goal 2.4

Goal 2.4

Notes

Life Roles, Settings and Events

25. Is the occupation likely to change because of technology?
26. Can a change be made to some related occupation if necessary? Which one?
27. How can one get a job in this field?
28. What satisfactions or rewards are derived other than those of a financial nature?
29. Does this occupation require living in a certain locality?
30. Do you recommend it as an occupation high school students should consider?
31. How do my school courses now relate to your work?

Goal 2.4

18. Have the students bring in a large collection of colored magazine pictures of:
    --birds
    --mammals
    --fishes
    --reptiles
    --insects

    Prepare a large mural paper thus:

ZOOLOGY				
Ornithology Ornithol-ogist	Mammalogy Mammal-ogist	Ichthyology Ichthyol-ogist	Herptology Herptol-ogist	Entomology Entomol-ogist

    Have the students paste their pictures under the correct headings.

Goal 2.4

19. Spend a week of class time learning weather symbols and terms, such as warm front, high pressure system and so on. During this week require students to watch one of the daily weather forecasts. At the end of a week, they will take turns giving the weather report.

    To prepare for the weather report they can choose any day. They must include three states and give five different weather conditions. They cannot take any notes with them to the weather map. (A large green map of the United States comes with science kits on meteorology and can be purchased through several catalogs. This map can be written on with chalk. Or you could simply use a large U.S. wall map.

> Teachers report that those students who enjoy getting up in front of the class get quite flamboyant. Students usually applaud for each "performance." It is fun for the science teachers too, since they rarely get to see the theatrical ham in their students.

20. Invite an entomologist or county farm agent to identify insect pests in the local fields. Have this person explain various means of controlling these. Show students how to collect, kill, mount and display these local crop pests. You will need covered jars, cotton, styrofoam and mcunting pins.	Notes Life Roles, Settings and Events Goal 2.4

Notes	III. Life Planning
Life Planning Goal 3.1	21. Have the students help you list on the chalkboard 12 different science occupations. Have them imagine that there is a fall-out shelter which holds only six people. But there are 12 left. These 12 people each represent a different science occupation. Have the students list the six which should get to be in the fall-out shelter because they can best build a new society. Have the students sit in small groups to explain their six choices to one another.
Goal 3.1	22. You are a space crew originally scheduled to rendezvous with another ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance in allowing your crew to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important. --box of matches --food concentrate --50 feet of nylon rope --parachute silk --portable heating unit --two .45 caliber pistols --one case dehydrated Pet Milk --two 100 lb. tanks of oxygen --stellar map (of the Moon's constellation) --life raft --magnetic compass --5 gallons of water --signal flares --first aid kit containing injection needles --solar-powered FM receiver-transmitter Then have the students work in small groups to compare answers.
Goal 3.1	23. For this activity the students will work in groups of four. Present the problem: During a snowstorm, an airplane in which you are a passenger crashes on a mountain top. You are one member of the team who will choose who should try to get over the mountain wilderness for help. There is no chance of anyone knowing your position as radio communication was out before the crash.

All of your lives depend on choosing the group of four who will have the best chance of getting through for help. The ones who stay behind will have to survive for at least one week. The passenger list is as follows (or others teacher might choose):
--Henry Kissinger
--Mark Spitz
--Billy Jean King
--Bobby Riggs
__Euell Gibbons
--John Wayne
--Robert Redford
--Pilot
--Co-pilot
--Hostess (cute, but fat)
--Ex-Green Beret
--Ex-convict
--Billy Graham
--you
--Diabetic with a week's supply of insulin

Have the students in each group choose unanimously four of the passengers to go for help. Then each group reads its four names and explains the choices.

Notes

24. Students will plan a new society on a new planet. They will be given a set of extreme alternatives from which to choose the basis of their new society. Divide the class into groups of four or five. Give them the following directions: "You are in charge of the New Planet, looked upon as a possible answer to Earth's overpopulation problems. Before New Planet, similar in environment to Earth, can be inhabited many decisions must be made regarding its society and culture. Your task is to make the decisions, in full agreement with your group. All members must agree on answers to the following questions:
    1. Will there be population control or no population control?
    2. Will there be naturally grown food or will it be created by chemical and artificial means?
    3. Will the government be run by a single authority, such as a king or dictator, or will it be a democracy run by and for the people?
    4. Will there be industrialism or no industrialism?
    5. Will there be advanced methods of transportation or will the different communities be isolated?
    6. Will there be a uniform culture or many subcultures
    7. Will formal education be compulsory or will each child and family have free choice about going to school?
    8. Will there be equal supplies and materials for all or will some get more while others get less?
    9. Will there be guns for everyone or no one?
    10. Will there be government files on every individual or no files on anyone at all?

Goal 3.1

Notes	
Life Planning Goal 3.2	25. Play the song "Where Do The Children Play?" by Cat Stevens from the album Tea for the Tillerman. Use this as an entry into a discussion of the population problem and the effects it could have on our future. Use the following directing questions: 1. What is the song all about? 2. How does the author feel about the subject of this song? What words or phrases in the song make you think he feels this way? 3. Do you agree with Cat Stevens? Why or why not? Do you think what he says applies to your community? 4. One line says, "Yes, get what you want to, if you want 'cause you can get anything." What does the author mean? Do you think this phrase will be true as the population continues to grow? 5. Why do you suppose the author keeps repeating the title of the song after each verse? Why does he stress the urgency of acting now? 6. Playgrounds are just one example of things of value for our children that we may be losing. What are others? Discuss possible solutions or policies that might help us maintain those things we value.
Goal 3.2	26. Divide the students into small groups. Let each group choose a topic from among the following: --food shortage --environmental pollution --gas or fuel shortage --population --housing crisis Have them prepare panel discussions or presentations on their topics. Be sure they get "into the literature" for some content and information. They can also interview other adults for information.
Goal 3.3	27. Have the students interview at least one person who has been employed in the same occupation at least 10 years. They should learn such things as: --how the work has changed --how the work setting has changed --how the workers have changed --how the interviewee has changed The students can share the results of their interviews with each other in small groups.
Goal 3.3	28. The students can work in pairs to solve this riddle. Suppose you own a pond on which a water lily is growing. The lily plant doubles in size every day. If the lily were allowed to grow unchecked it would completely cover the pond in 30 days, choking off

the other forms of life in the water. For a long time the lily plant seems small, and so you decide not to worry about cutting it back until it covers half of the pond. On what day will that be?

Use this to introduce the concept of geometric multiplication of the world's population.

Notes

Life Planning

29. Have the students work in small groups to list inventions or appliances which have come about in their own lifetimes. Let them read their lists aloud to the whole class.

Then have them list all the workers needed to produce just one of the new items. Point out that consumer demands influence job opportunities.

Goal 3.3

30. Have the students prepare demonstrations on safe and responsible use of:
--microscopes
--models
--glassware
--Bunsen burners

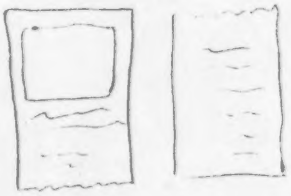
Have the students work together in groups to estimate replacement costs of the above kinds of equipment. Then give to each group a school supply catalog. Let them look up each item to verify the actual price of it.

Goal 3.4

31. Have the students bring newspaper articles about technological advances. Give them each a large piece of paper. Have them paste the article on the top half. Have them prepare their papers thus:

Goal 3.4

THIS:



CAN CHANGE THIS:	Work	Leisure	Family Life	Citizen Participation

Then they will list ways in which the technological advance described in the newspaper article might change work, leisure, family life and citizen participation.

Notes	IV. Academic and Vocational Skills
Academic and Vocational Skills	32. Have the students bring newspaper and magazine articles dealing with any aspect of science or its effect on humanity and institutions.
Goal 4.1	Have the students briefly summarize their articles, giving the main idea of each paragraph. Post these on a bulletin board set aside for recent developments in science. Stress the importance of updating one's information about the field of science.
Goal 4.2	33. Have the students prepare a day's menu for themselves, substituting vegetable protein for meat. They may use copies of such books as Diet for a Small Planet and Food for a Small Planet.
Goal 4.2	34. After a unit in chemistry, have the students make five household products from the list below: a. Alcohol solid fuels (for fondue sets and so on) b. Acne lotion c. Air purifier (wick type) d. Animal flea soap e. Antichap stick for lips g. Antifog compound for glass h. Antiperspirant deodorant Apparently the "recipes" for these are available in the second edition of The Formula Manual. Have them list cost of the same quantities of each product that has been commercially made.
Goal 4.3	35. Have the students work in pairs to provide examples of specific tasks using science skills in each of the occupations.

SAMPLES OF JOBS (SCIENCE)

Educational Level	Occupation	A specific task in which science skills are used
High School	1. Photographic helper 2. Nurse's aide 3. Glass blower 4. Lab assistant 5. Landscape gardener	1. 2. 3. 4. 5.
Specialty Training	1. Pharmaceutical sales representative 2. Research aide 3. Dental hygienist 4. Nursery worker 5. Soil conservationist 6. Anesthetist 7. X-ray technician	1. 2. 3. 4. 5. 6. 7.
College or Graduate School	1. Science teacher 2. Horticulturist 3. Dentist 4. Nurse 5. Engineer 6. Dietitian 7. Home economist 8. Physical therapist 9. Public health sanitarian	1. 2. 3. 4. 5. 6. 7. 8. 9.

36. If you were selected to fill a job in a large company, your employer would be concerned about your health.

    List five ways to promote good personal health for each category listed below:

    a. food habits

    b. personal hygiene

    c. mental hygiene

    d. exercise

    e. smoking and drinking

Notes

Academic and Vocational Skills

Goal 4.3

Goal 4.4

Introduction
English Activities
Fine Arts Activities
Foreign Language Activities
Guidance Activities
Health and Physical Education Activities
Mathematics Activities
Practical Arts Activities
Science Activities
Social Studies Activities
Appendicies

SOCIAL STUDIES ACTIVITIES

I. Self Knowledge

1. This activity is called SCAVENGER HUNT and is an energizer designed to acquaint the students with each other.

Each student is given the SCAVENGER HUNT sheet and fills in the blanks in items 1, 2, 4, 5, 15, and 16. Then allow 10-15 minutes for the students to get the remaining blanks filled in by other students who fit the qualifications. This demands that they will circulate around the room and talk to students with whom they do not normally associate.

When the time is up, find out who got the most, what they learned about each other and any "surprises" they got.

SCAVENGER HUNT

_____1. When is your birthday?_____. Find someone who has a birthday in the same month

_____2. What is your favorite food?_____. Find someone who has the same answer.

_____3. Find three people whom you have not talked to this year and have them sign your sheet.

_____

_____

_____4. What does your father do?_____. Find someone whose father does the same thing.

_____5. How old are you?_____. Find two people who are your age.

_____

_____6. Find someone in the class who likes to hunt.

_____7. Find someone in the class who likes to read.

_____8. Find someone in the class who works at Little Leroy's.

_____9. Find someone in class who is in Pep Club.

_____10. Find someone who is a CB'er. What is his or her handle?

_____11. Find someone who lives in Salem East.

_____12. Find someone who lives on a farm.

_____13. Find someone who went to Clermont Elementary school.

Notes

Self Knowledge

Goal 1.1

Notes

Self Knowledge

Goal 1.1

Goal 1.2

_____14. Find someone who likes to dance.

_____15. My favorite class is _____. Find someone who has the same answer.

_____16. Today, I feel _____. Find someone with the same answer.

2. Have the students work in groups to list manners for public places. Then have each student prepare one of the following to illustrate the manners:
   --jokes --pictures --original stories
   --cartoons --examples --posters

3. Here is a checklist students may use to help them focus on desirable social attributes.

PERSONALITY CHECKLIST

I AM:	USUALLY	SOMETIMES	SELDOM
1. Friendly	_____	_____	_____
2. Cheerful	_____	_____	_____
3. Pleasant	_____	_____	_____
4. Reliable	_____	_____	_____
5. Thorough	_____	_____	_____
6. Neat	_____	_____	_____
7. Appropriately dressed	_____	_____	_____
8. Confident	_____	_____	_____
9. Helpful	_____	_____	_____
10. Sympathetic	_____	_____	_____
11. Ambitious	_____	_____	_____
12. Self-reliant	_____	_____	_____
13. Trustworthy	_____	_____	_____
14. Honest	_____	_____	_____
15. Courteous	_____	_____	_____
16. Loyal	_____	_____	_____
17. Cooperative	_____	_____	_____
18. Self-controlled	_____	_____	_____

19.	Punctual	_____	_____	_____
20.	Tactful	_____	_____	_____
21.	Alert	_____	_____	_____
22.	Persistent	_____	_____	_____
23.	Sincere	_____	_____	_____
24.	Modest	_____	_____	_____
25.	Patient	_____	_____	_____

Notes

Self Knowledge

4. This activity will help students gain insights into some of their own personal characteristics. They can choose a topic and prepare a presentation. Encourage and help them to use visual aids, such as posters, diagrams, charts or real objects. They may do one of the following:

Goal 1.2

   a. Talk to grandparents. Find out about your ancestors

   b. Investigate the family Bible record.

   c. Read old letters and records written by ancestors.

   d. Design a family crest for one of the four branches of your family.

   e. Trace one of your abilities or interests back through one of the four branches of your family.

   f. Trace a family illness or allergy back through one of the four branches of your family.

   g. Visit some of your family burial plots. Write down names of ancestors. Make a chalk or crayon rubbing of one of the tombstones.

   h. Write down (and possibly prepare) a recipe from each of the four branches of your family.

> "Four branches of your family" includes: your mother's mother's family, your mother's father's family, your father's mother's family and your father's father's family.

   Invite parents for the presentations. Or have students make the presentations at Kiwanis Club or PTA.

5. Ask students to investigate to find out why their ancestors or parents came to this country. Let them all share the information in class. You record these reasons on the chalkboard as the students recite them.

Goal 1.2

Notes

Self Knowledge

Goal 1.4

Then have students help you think of categories for the reasons such as political, economic, legal, religious and so on. Then have them help you tally the reasons under the appropriate headings. Total the results. Ask students to make "I learned . . ." statements about the activity.

6. This form is designed to help students think about behavior in groups (such as meetings and committees). First have them read over the scales and on each one place a check indicating the place on the scale that describes them when they are at their best. Have them label this mark "B." Have them do the same for the point that describes them when they are at their worst. Have them mark this check "W."

After marking all the scales, have them pick out the 3 or 4 along which they would most like to change. On these scales have them draw an arrow above the line to indicate the desirable direction for changing their behavior.

ANALYSIS OF PERSONAL BEHAVIOR IN GROUPS

Ability to listen to others in an understanding way.

0 1 2 3 4 5 6 7
Low High

Ability to influence others in the group.

0 1 2 3 4 5 6 7
Low High

Tendency to build on the ideas of other group members.

0 1 2 3 4 5 6 7
Low High

Likely to trust others.

0 1 2 3 4 5 6 7
Low High

Willingness to discuss my feelings (emotions) in a group.

0 1 2 3 4 5 6 7
Low High

Willingness to be influenced by others

0 1 2 3 4 5 6 7
Low High

Tendency to run the group.

0 1 2 3 4 5 6 7
Low High

Tendency to seek close personal relationships with others in a group.

0 1 2 3 4 5 6 7
Low High

My reaction to comments about my behavior in a group.

0 1 2 3 4 5 6 7
Low High

Awareness of the feelings of others.

0 1 2 3 4 5 6 7
Low High

Degree of understanding why I do what I do.

0 1 2 3 4 5 6 7
Low High

Reaction to conflict and problems in the group.

0 1 2 3 4 5 6 7
Low Tolerance High Tolerance

Reaction to expressions of affection and warmth in the group.

0 1 2 3 4 5 6 7
Low Tolerance High Tolerance

Reaction to opinions opposed to mine.

0 1 2 3 4 5 6 7
Low Tolerance High Tolerance

Notes

Self Knowledge

Goal 1.4

7. Here is a way to get students involved in the in-depth study of a country, its people and problems. In this case they will focus on India and the difficulties facing India today.

Goal 1.4

This is also an excellent way for students to develop group decision-making and group work skills. These do not come automatically--expect some shirking, some bossing, some pouting and some confusion. The best way to teach these group work skills might be the following process:

a. Select a chairperson. Everyone agrees.
b. List all the tasks. Everyone makes suggestions while the chairperson writes.
c. Decide who will do what by when. Everyone contributes. Have each group post this kind of sheet:

Notes

Self Knowledge

Goal 1.4

7. Continued

PEOPLE OF INDIA

Task	Who will do it	By when
1.		
2.		
3.		

Have each group research and present findings on one of the following topics of India:

--Land, climate, and resources
--People
--Life Styles
--Languages
--Government
--Religion
--Education
--Food and Health

Allow two weeks for students to complete their research and prepare their presentations. Have them use posters, pictures, charts, diagrams, maps or even films.

Allow another week for the groups to make their presentations.

II. Life Roles, Settings and Events

8. If you life in a rural area, this activity will help point out the interdependence of occupations. Have the students work in small groups to list workers to whom farmers turn to help them carry on the business of farming. They can think of workers who come to the farm and workers to whom the farmer goes. Then have each group's recorder read that groups list aloud to the whole class.

9. Have the students list 50 local businesses. They may want to use the yellow pages to find those in the immediate school community. Divide the list evenly among the students. Have them do a telephone survey to find out if each business is a sole proprietorship, a partnership or a corporation. Have them bring the results to school and post them on a chart you have prepared thus:

LOCAL BUSINESSES		
Sole Proprietorship	Partnership	Corporation

Use this activity as the introduction to a study of comparative business organizational structure.

10. Have the students collect newspaper articles describing social problems. Let these accumulate over a period of several weeks. Then divide the class into small groups. Distribute the newspaper clippings evenly among the groups. Have the students sort the articles into categories according to the social problems described in the articles. Have them list the social problems the articles describe. These will be such things as inflation, poverty, unemployment, crime and so on.

Under each social problem they will list occupations which seek to deal with that kind of problem.

DEALING WITH SOCIAL PROBLEMS			
Inflation	Poverty	Unemployment	Crime

11. Have the students choose one of the following:
--Justinian Code
--Roman Law
--Julius Caesar
--Hammurabi's Code

Notes

Life Roles, Settings and Events

Goal 2.1

Goal 2.1

Goal 2.1

Goal 2.2

Notes	
	Have them write a short paper discussing the relationship to modern-day law.
Life Roles, Settings Goal 2.2	12. List on the board the different roles you--the teacher--assume in a day. These will be such things as: employee, friend, cook, spouse, parent, reader, writer, runner, voter, sister, daughter, and so on. Have the students tear a piece of paper into about 20 strips. On each strip they will write a role they assume. They should do this quickly, so as not to get too analytical. Then have them choose the role that they feel is most important and lay it to one side. Under that have them place the one that is next in importance to them and so on until they have all their roles in a rank order. Have them copy these in rank order form (or glue the strips onto paper in their rank orders). Have them get into small groups to take turns explaining their three most important roles.
Goal 2.2	13. Imagine the following situation: You have been elected to the student governing body in your school and are preparing to attend the first meeting of the group. Each new representative has been requested to come prepared with a list of suggested school rules and regulations in a number of areas. Thoughtfully, draw up your own list, using the categories listed below: --school policies --noon hour guidelines --gym guidelines --lunchroom policies --library limits --cheerleader tryouts --rules of the halls --participation in sports --dress code Write a fictional story about a school in which there are no rules. Describe the consequences for the lives of the students.
Goal 2.3	14. Invite those people who have slides of their U.S. travels to come and show them to the students. After the slide showings have the students locate on maps the places depicted. Organize them according to sections of the country: 1. New England 2. Middle Atlantic States 3. South 4. Middle West 5. Great Plains 6. Pacific States

Have them learn to spell correctly the name of each state in the various sections.

15. Make a display of souvenirs the students have purchased on their trips and vacations. Have them label the origin of each.

16. Using equal parts of salt and flour moistened with water, have groups of students prepare relief maps of Missouri. While damp, have them insert small flags on toothpicks to pinpoint locations of historical sites.

17. Devote a hobby show to historical hobbies. Invite collectors to display and explain their articles. Ask them to tell the kinds of things they have learned while researching their collections.

18. Have the students help you list on the board jobs related to interest and ability in social science. Then have them work in pairs to list 15 of those jobs for people who like to work indoors and 15 of those jobs for people who like to work outdoors.

    Then have each member of the pair initial four of the occupations in both categories which sound interesting.

    Have them investigate these eight occupations by interviewing and library research.

    Here is a handout to guide students in their occupational investigations:

    Asking good questions will expand your knowledge of the work world. You should learn the following questions and use them when you talk to workers on the job or in the classroom.

    1. What is the name of your job?
    2. What do you do on the job?
    3. What do you find interesting about your job?
    4. What education or special training is needed for your job?
    5. What tools or special equipment do you use on your job?
    6. Does your job require a lot of extra time? Do you work nights or weekends?
    7. Does your work setting appeal to you?
    8. Are people with your skill generally in demand?
    9. What are some qualities needed for job success?

Notes

Life Roles, Settings and Events

Goal 2.3

Goal 2.3

Goal 2.3

Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

10. What other occupations have you considered?

When their investigations are complete, have each student choose two of the eight to which he or she seems best suited. Then have them each explain their choices to the rest of the class.

19. Have the students use their dictionaries to complete this work sheet.

WHAT'S MY LINE IN SOCIAL STUDIES?

____1.	ambassador	a.	one who makes maps
____2.	archeologist	b.	one who studies the statistics of population
____3.	architect	c.	one who studies the record of man's past
____4.	anthropologist	d.	one who studies the earth as recorded in rocks
____5.	astronomer	e.	one who studies earth's environment
____6.	cartographer	f.	one who studies fossils
____7.	consul	g.	one who studies the remains of the cultures of past civilizations
____8.	criminologist	h.	one who studies goods and services
____9.	demographer	i.	one who collects stamps
___10.	diplomat	j.	one who studies the way in which people live and work together
___11.	economist	k.	one who shows wisdom in directing public affairs
___12.	geologist	l.	one who is skilled in directing affairs between nations
___13.	geographer	m.	one who serves as a country's representative to a foreign country
___14.	historian	n.	one who measures land
___15.	legislator	o.	one who describes maps
___16.	numismatist		
___17.	paleontologist		
___18.	philatelist		
___19.	political scientist		
___20.	phychologist		
___21.	oceanographer		
___22.	speleologist		

___23. sociologist
___24. statesman
___25. topographer
___26. surveyor

p. one who studies humanity's place in nature, it's origin and development, and race

q. one who plans and designs buildings

r. one who studies the heavenly bodies

s. one who studies human behavior

t. one who studies legal codes and governments of different societies

u. one who studies crime and criminals

v. one who studies caves

w. one who studies oceans

x. one appointed to a foreign country to care for commercial interests

y. one who makes laws

z. one who collects and studies coins

Notes

Life Roles, Settings and Events

Notes

Life Planning

Goal 3.1

III. Life Planning

20. Ask the students to imagine they are going on a trip suddenly. They can only take one thing with them. Ask them to write this down. Then have them take turns naming the objects they wrote down. Ask other students what they think a person's choice of object says about that person.

    Tell the students that the things we choose to do, to have and to say are indicators of our values.

    Then have the students each jot down the name of an object they themselves have put in their bedrooms at home. Put all of these into a "hat."

    Have the students take turns drawing the names of objects from the hat. Each one should tell what that object might say about what its owner thinks is important.

Goal 3.1

21. Have the students help you list on the board a variety of social problems. Have them each select one and write it on a piece of paper. Under that they will write three possible solutions. Under each solution they will list advantages and disadvantages.

SOCIAL PROBLEM: Crime rate high in my city.					
SOLUTION #1: We can move to the country.		SOLUTION #2: We can write our representative to get stricter laws.		SOLUTION #3: We can all carry guns.	
Advantages	Disadvantages	Advantages	Disadvantages	Advantages	Disadvantages

    Let the students exchange papers and read the ideas of others.

Goal 3.1

22. Let the students use these handouts to help them think about their own values:

    VALUE QUESTIONNAIRE

    1. What two things do I think are important?

       a.

       b.

    2. What do these values mean in my daily life?

3. What behavior might I change so that what I do represents my values?

4. What can I do to increase my chances for living according to my values?

5. What might make my values change in the future?

6. How do my values differ from those of other individuals in my class?

7. How are my values the same as those of other individuals in my class?

23. Ask students to circle "Y" (yes), "N" (no), or "M" (maybe) for each question. After each student has answered all questions, there should be a group discussion in which the students should tell which questions evoked the strongest responses from them and why.

Ask the students to draw up their own list of 10 "I believe that I will . . ." sentences. In these sentences they should express personal ambitions and expectations they have for the future, or values or behaviors they presently possess.

Do you believe that:

1.	you are likely to have a large family?	Y	N	M
2.	you will wear long hair all your life?	Y	N	M
3.	you will be a world traveler?	Y	N	M
4.	you will run for public office?	Y	N	M
5.	you are an honest person?	Y	N	M
6.	you are likely to be a writer of short stories and novels?	Y	N	M
7.	you will become a doctor?	Y	N	M
8.	you will someday be famous?	Y	N	M
9.	you will own your own home?	Y	N	M
10.	you will be very strict with your own children?	Y	N	M
11.	you are a likable person?	Y	N	M
12.	you have true friends?	Y	N	M

Notes

Life Planning

Goal 3.1

Notes	
Life Planning	23. Continued
Goal 3.1	13. you have leadership potential? Y N M
	14. you will feel that the younger generation is too wild when you are old? Y N M
	15. you are underrated by your parents and teachers? Y N M
	16. you will someday get into trouble with the law? Y N M
	17. you are expected to produce too much by parents and teachers Y N M
	18. you are the type of person who speaks up for what you believe in even when others disagree? Y N M
	19. you are overly critical of others? Y N M
	20. you will become a lawyer? Y N M
	21. you will become an auto mechanic? Y N M
	22. you will develop your capabilities? Y N M
	23. you will find something constructive to do in your spare time? Y N M
	24. you will grow old graciously? Y N M
	25. you will have a happy marriage? Y N M
Goal 3.1	24. Post famous quotations on the board. Ask what values are implied in each quotation. Have the students help you list these on the board under each quotation.
Goal 3.2	25. Have each student write a personal goal (without signing his or her name) on a scrap of paper and drop it into a hat. Have each student draw out a scrap of paper and write the stated goal on a clean sheet of paper. Under it, the student will list five behaviors (or actions) which will help a person attain that goal.
Goal 3.3	26. Post these four categories on large mural paper thus:

CHANGES I HAVE MADE BECAUSE OF . . .

the energy crisis	environ-mental pollution	inflation	unemployment

Have the students work in pairs. They will write each change they have made on a strip of paper. They will then code each change:

H--I made this change because I had to
W--I made this change because I wanted to.

Have the students paste their strips under the appropriate headings. Tally the H's and W's in each category. Ask students to interpret the totals.

Notes

Life Planning

27. Have the students list all the things they must do in a week. Have them prepare their own weekly schedules and try to follow them. Have them adjust their schedules until they arrive at one that is workable for them.

Goal 3.4

28. Because we are able to reason and to imagine the future we are able to think about the results of our actions. We are able to do this because we have the ability to remember. This makes us responsible for our own behavior.

Goal 3.4

Consider the following:

Why do we usually not consider young children to be responsible for their actions? At what age do you believe a person becomes responsible for his or her actions?

Sometimes in a criminal trial, a person accused of a crime is not guilty because he or she is not responsible for his or her actions. Therefore, he or she is not punished.

a. What are some of the reasons such a person might give for not being responsible for his or her actions?

b. Do you agree that an adult may actually not be responsible for his or her actions?

c. Do you agree that a person who was not responsible at the moment the crime was done should not be punished?

Choose a, b, or c (above). Give it considerable thought. Study examples of each, then prepare a paper on the subject. Give your own opinions and be able to defend them when you present your paper to the class.

Now prepare a list of your own responsibilities.

Notes	IV. Academic and Vocational Skills
Academic and Vocational Skills Goal 4.1	29. Invite a foreign exchange student to: a. speak to the students. b. help you introduce note-taking skills. Ask this person to divide his or her presentation into three general sub-topics. These might be something like: --My Country --My Family --My School Tell the students what these sub-topics will be. Have them space these out on a sheet of paper and label them I., II. and III. Under each sub-topic the students will try to jot two points, labeling them A. and B.
Goal 4.1	30. Explain and demonstrate the SQ3R Study Method. Have the students turn to a chapter in their social studies texts. Have them (1) SURVEY all the headings in the chapter. Have them write the first heading as a QUESTION. Have them READ to answer the question. Have them close the book and RECITE the question and its answer. Have them open the book and REVIEW to verify the answer. They repeat the process for each heading.
Goal 4.1	31. After you have studied the Civil War, give the students a chance to assume a role: --Civil War prisoner --Southern plantation owner --Confederate soldier --Union soldier --Slave --War correspondent Have them write a letter to an imaginary loved one who is in another place at any point during the Civil War.
Goal 4.2	32. This activity calls for a daily newspaper which carries the Stock Market Report. Show students how to read this. The last number in the column for the specific stock is normally the closing price. Have each student invest an imaginary $10,000 in the stock market. He or she will buy and sell stocks

only at the closing prices each day.

Each student is required to keep an accurate record of the amount of money that is spent, made or lost. This account will be turned in on an announced date. The record should include:

a. name of stock

b. day and price bought or sold

c. how much was made or lost on each purchase or sale

The full $10,000 must be invested at all times. No money can be kept out of the "game."

33. Have the students work in pairs to provide examples of specific tasks using social studies skills in each of the occupations.

Notes

Academic and Vocational Skills

Goal 4.3

SAMPLES OF JOBS (SOCIAL STUDIES)

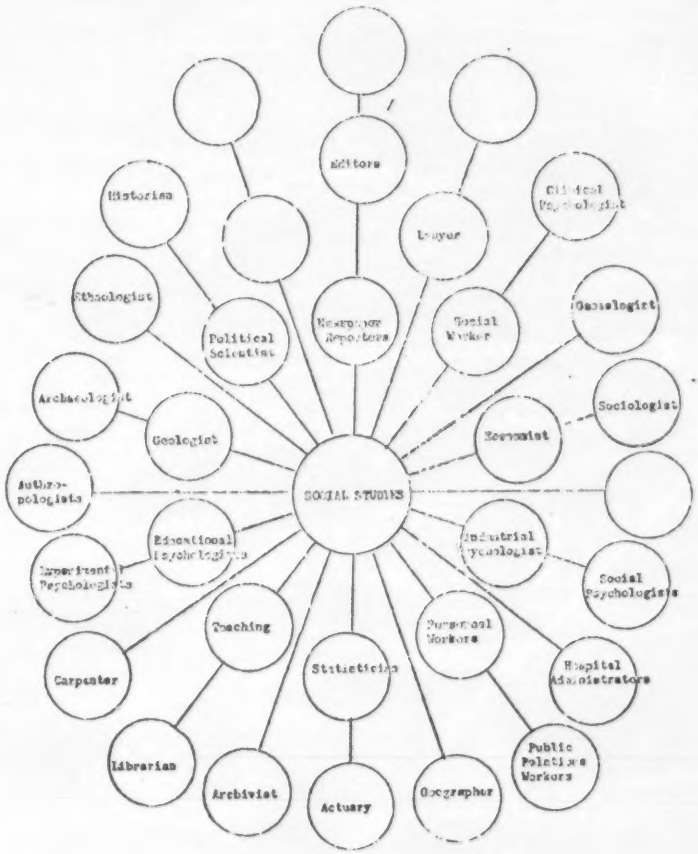
Educational Level	Occupation	A specific skill in which social studies skills are used
High School	1. Religious worker 2. Taxi driver 3. Museum guide 4. 5. 6.	1. 2. 3. 4. 5. 6.
Specialty Training	1. Detective 2. Sales person 3. Insurance agent 4. Police officer 5. Travel agent 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.
College or Graduate School	1. Psychologist 2. FBI agent 3. Lawyer 4. Government official 5. Economist 6. Foreign correspondent 7. Newspaper editor 8. Sociologist 9. Counselor 10. Teacher 11. 12. 13.	1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13.

Notes

Academic and Vocational Skills

Goal 4.3

34. Use this activity to get students to think about the usefulness of social studies in other occupations. Simply have them fill in the blank circles with examples of other occupations related to social studies.



Goal 4.4

35. The students will enjoy the opportunity to have fun with this activity. Have the students work in pairs to dramatize situations depicting the following unacceptable employee habits and attitudes:

a. Carelessness
b. Lack of cooperation
c. Laziness
d. Absence for other causes than illness
e. Dishonesty
f. Lack of initiative
g. Lack of ambition
h. Tardiness
i. Lack of loyalty
j. Lack of courtesy
k. Carelessness
l. Irresponsibility

Have the students bring props and costumes. They will present their dramatizations for another class. Call the whole show "Saturday Night Live."

Then explain that these are the habits and attitudes which make people unemployable. However if you display those habits and attitudes on the job, nobody will be laughing.

36. Have the students make wall posters illustrating and defining desirable employee attitudes and habits.

Notes

Academic and Vocational Skills

Goal 4.4

Introduction
English Activities
Fine Arts Activities
Foreign Language Activities
Guidance Activities
Health and Physical Education Activities
Mathematics Activities
Practical Arts Activities
Science Activities
Social Studies Activities
Appendicies

APPENDIX A

TEACHING POINTS FOR LEARNING AREA OF SELF KNOWLEDGE

(JUNIOR HIGH)

Mo. C.E.D.S. Goal	Teaching Points
1.1 Friendship	--knowing how to make new friends --understanding their friends and being able to relate to them --understanding how to give and receive friendship from others --knowing what is really important in dealing with others
1.2 Personal characteristics affect interpersonal relationships	--knowing what other kids like and don't like about them --knowing what others think of them and how it affects what they think of themselves --knowing how their words and actions affect others --knowing how to change things about themselves that they do not like
1.3 Open communication	--telling others more easily what they think and how they feel --knowing what to do when people "bug" them --being able to talk with teachers and parents openly --knowing how to deal with criticism
1.4 Functioning in a variety of situations	--being more at ease with adults other than their parents --knowing how to fit into a variety of groups --knowing how to handle pressure from kids their own age --standing up for their beliefs and rights

APPENDIX B

TEACHING POINTS FOR LEARNING AREA OF LIFE ROLES, SETTINGS AND EVENTS

(JUNIOR HIGH)

Mo.	C.E.D.S. Goal	Teaching Points
2.1	Importance of occupations to society	--understanding how each occupation relates to other occupations --knowing why individual workers are important to our everyday life --knowing how all occupations are important to our community --understanding advantages and disadvantages of different jobs
2.2	The interrelationship of roles	--knowing family expectations of/for them --understanding their rights as citizens --understanding the influence of occupational choice on their future life styles --understanding the importance of work in their lives
2.3	Leisure time	--developing skills which will allow them to choose and enjoy hobbies --knowing what leisure activities are available to them --developing a personalized plan for lifelong physical fitness --knowing the value and benefits of leisure time
2.4	Characteristics of various occupations	--knowing what kinds of jobs they can enter when they are 16 --knowing how much different jobs pay --being able to compare their personal characteristics to the requirements of specific jobs --knowing where to get information about jobs

APPENDIX C

TEACHING POINTS FOR LEARNING AREA OF LIFE PLANNING

(JUNIOR HIGH)

Mo. C.E.D.S. Goal	Teaching Points
3.1 Decision making	--knowing how things and ideas that are important to them will affect their decisions --identifying possible solutions to problems --knowing the steps to effective decision making --knowing how to live with the decisions they have made when necessary
3.2 Planning	--knowing how present aptitudes and interests relate to their plans for the future --knowing how courses they take now relate to their future plans --developing personal goals for the future --having money for the things they want
3.3 Flexibility in planning	--knowing when changes should be made in their plans --knowing how to adjust to changes in their lives --knowing alternatives available to them when they're planning for their futures --allowing for flexibility in planning
3.4 Assuming responsibility for own planning	--taking responsibility for exploring new things when their plans change --taking action on plans which will help them reach their goals --assuming responsibility for making immediate plans as well as long range plans --taking action toward solving problems

APPENDIX D

TEACHING POINTS FOR LEARNING AREA OF ACADEMIC AND VOCATIONAL SKILLS

(JUNIOR HIGH)

Mo. C.E.D.S. Goal	Teaching Points
4.1 Functioning to capacity in basic skill areas	--developing effective study skills --knowing exactly what is expected of them in class --improving their understanding of what they read --improving their ability to take notes in class
4.2 Applying what is learned in school	--knowing the basics of informed buying --knowing about different types of savings plans --knowing what to do in emergency situations --knowing how to budget time and money for leisure activities
4.3 Educational prerequisites of occupations	--knowing what school courses relate to the types of work they plan to do --being aware of occupational training available in their high interest areas --knowing the amount of education needed for various occupations --knowing the special abilities necessary in order to enter various occupations
4.4 Pre-employment skills	--knowing how to apply for a job --knowing the requirements of a successful job interview --knowing how to look for a job --knowing what habits and attitudes employers like